Our school at a glance

Students

Nymboida Public School has an enrolment of 20 students as at December 2009. Students are organised into one class K-6.

The students are committed and enthusiastic learners who enjoy a rich and thought-provoking curriculum. The students are caring, considerate and encouraging of one another.

Staff

Nymboida Public School is a small one teacher school, one principal. It has the support of a temporary teacher who is responsible for the library, release from face to face, principal’s release and team teaching with the principal. Extra funding comes from PSP supplementation, PSP funds, Global budget and Computer Coordinator.

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

Principal's message

Welcome to Nymboida Public School's 2009 Annual School Report. The school community has had another busy year. It was very well supported by a hard working P&C, parents and volunteers who raised much needed funds for the school.

The whole school tone is one of confidence and commitment to engaging students in meaningful and interesting educational programs. The school puts a strong emphasis on community and parent partnerships. The staff feel well supported.

Nymboida has a strong focus on quality teaching and learning. The well resourced classroom environment supports productive learning with ample access to advanced technology. Specialist programs are offered in Art and Environmental Studies. This year we received a grant from Coles Junior Landcare program to build and plant a Bush Tucker Garden. Special thanks to Ms. Debbie Repschlager and Tom Davidson for their support and guidance.

The Building Education Revolution program has provided the school with a new library, whilst the National Schools Pride program has provided funds for the construction of a new storage shed and General Assistant's shed, and the upgrading of the office areas.

Another key feature of the school is its frequent connections with neighbouring small schools to encourage healthy social development and regular extension opportunities. 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.

Peter Buckley

Significant programs and initiatives

In 2009 the school was engaged in a wide variety of educational and cultural activities. These activities included:

- Environmental Science Day
- Athletics Carnival with Coutts Crossing
- Small Schools Swimming Carnival
- Priority Schools Program
- Swim and Gym School
- Grafton Eisteddfod
- Jacaranda Parade of Youth
- Music and recorder program
- Active After School Communities Program
- Newspapers in Education
- Jump Rope for Heart
- Boardies Day
- Gallery Goes To School Program
- Life Education Van
- MS Readathon
- Golden Circle Fun Run
- Premier’s Reading Challenge
- Premier’s Sporting Challenge
- Junior Landcare Bush Tucker Garden
- School Musical - "From Bethlehem to the Bush"
- Small School's Big Impact Concert
- School Bush Dance
- Red Nose Day
- Bandanna Day
- BEST Start
- Targeted Early Numeracy Program
P&C and/or School Council message

The Nymboida P&C had another successful year raising much needed funds for the school by organising raffles, morning teas, a bush dance and a ball. The funds were used for library books, swim and gym, Music tutor and excursions.

One of the major fund raisers for the year was the fortnightly raffles held at the Nymboida Coaching Station. The money from the first raffle went to the bushfire victims in Victoria. The raffles raised $500. The money was sent to Yea State School.

The P&C also organised a very successful Masquerade Ball at the Nymboida Coaching Station in October. The whole community participated and had a wonderful time.

The P&C catered for the Vintage Bike Rally in September catering for lunch.

During Term 4, the P&C funded a very successful whole school music program. Krys Edwards from the Grafton Conservatorium of Music taught musical theory and practical use of instruments.

Thank you to our hardworking parents who raised much needed funds for the school.

Sharon Hall
Nymboida P&C President

Student representative’s message

This year the Nymboida Public Student Representative Council participated in a variety of charities including:

- Red Nose Day
- Bandana Day
- Boardies Day
- Stewart House

The SRC helped organise the Easter Disco and School Bush Dance.

The school won best photograph in the annual Newspapers in Education Awards. The prize was a digital camera.

Tia Kellerman-Davies
President Nymboida SRC
Jessica Franklin
Secretary Nymboida SRC

Priority Schools Program

2009 was the first year of our current four-year cycle on the Priority Schools Funding Program (PSFP). The school participated in the PSP Surveys and was successful in gaining funding for the next four years.

This program provides our school with additional funding as well as some additional teacher time. PSP funds were allocated in the following way to address the three action areas - Numeracy, Literacy and Parent Partnerships:

- Purchased teaching and learning resources to directly support the achievement of targets.
- Home/school partnerships were enhanced by the participation of parents in curriculum support workshops to best support their children at home and to provide appropriate strategies to assist in the classroom. This has resulted in lifting the profile of the importance of learning outcomes.
- Our participation in the Clarence Eisteddfod in dance and verse speaking sections, involved parents and community members in student learning activities.
- Supplementary staffing was used to create smaller literacy and numeracy groups.
- Data indicates that all students have made improvements between 2 and 4 reading recovery benchmark levels in reading.
- Spelling Data indicates that 41% of all students achieved PEG Level 10 or higher and that 83% of those students achieved PEG Level 11 to 13.65% of all students improved by 4 or more PEG Levels during the year.
- Diagnostic Maths Data indicates that all Year 2 students improved by at least 13% or higher during the year. Stage 2 students improved by 9% or higher and Stage 3 students improved by 16% or higher.
- One Stage 2 student achieved a Credit in the University of NSW Test in English.
- Teachers participated in the Accelerated Literacy Taster course.
We believe the results achieved are directly related to the smaller group sizes and explicit teaching of literacy and numeracy based on identified student needs.

The support and funds provided by PSFP provided and established effective learning opportunities that has provided a platform for future learning and teaching programs.

Future Directions:

- Continuation of Lexile Program
- Strategic update of reading and spelling resources to increase engagement and relevance to directly achieve improved reading outcomes.
- Continue to use staffing supplement to create small literacy and numeracy groups to ensure individual needs are identified and targeted.
- Continuation of alignment with the North Coast Spelling Program.
- Professional development and workshops from PSP consultants for parents and teachers.
- All students in Years 3 to 6 will participate in the ICAS English, Spelling and Mathematics Assessment Tests. Results will be compared with 2008 and 2009 results.
- Linking NAPLAN Assessment and teaching strategies to teaching and assessment programs.
- Monitoring weekly spelling results, homework errors and writing results per term.
- Parent information day to discuss school targets and school expectations.
- Responding to NAPLAN and in school data, 2009 targets will relate to improving student learning outcomes in the area of Number.
- School Base line Data collected in Terms 1 and 3.
- Count Me In Too Assessment across the school.
- Monitoring end of unit test, teaching programs and diagnostic tests throughout the year to assess progress.
- Participation in tournament of the times – Benchmarking students speed in mentals in term 1 and comparing results throughout the year.
- Parent information day to discuss school targets and school expectations.

School context

Student achievement in 2009

In 2009 one Year 3 and four Year 5 students sat for the NAPLAN literacy Tests. In order to maintain confidentiality and to comply with DET guidelines, I am unable to comment on the students’ NAPLAN results.

School and SMART Data collected over the year have indicated that literacy levels have improved. However, Maths results indicated a need to improve in numeracy.

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></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Male</td>
<td>5</td>
<td>6</td>
<td>16</td>
<td>15</td>
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<tr>
<td>Female</td>
<td>3</td>
<td>6</td>
<td>13</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

![Enrolments Graph](chart.png)
Management of non-attendance

The Education Act 1990 establishes that parents of children of compulsory school age are legally responsible for their regular attendance at school. Schools have a responsibility for supporting parents by implementing appropriate procedures for promoting and monitoring attendance. At Nymboida Public School we ensure that all procedures in regards to attendance are closely adhered to and we work collaboratively with the support of our Home School Liaison Officer to encourage the full participation of all students in education.

Nymboida Public School encourages the regular attendance of students through a number of strategies.

- Regular newsletter items regarding the importance of regular attendance.
- Interviews with parents regarding attendance problems.
- Rearranging teaching program to encourage regular attendance.
- Employment of a temporary teacher to improve literacy and numeracy skills.

- Reorganisation of school times to accommodate students and parents extra-curricular activities.

It is hoped that we will be able to continue these programs in 2010 to improve the attendance data.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>K-6</td>
<td>2</td>
<td>6</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>17</td>
<td></td>
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<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>17</td>
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<td>K-6</td>
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</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

Nymboida Public School has one class that caters for students from Kindergarten to Year 6. The class has been organised for optimum delivery of stage appropriate outcomes for all students.

Staff information

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

Staff have access to leave entitlements such as sick leave.

In 2009 the average daily attendance rate for staff, as determined by the Department, was N/A.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084 (2hrs per week)</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.084 (2hrs per week)</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.042 (1hr per week)</td>
</tr>
<tr>
<td>PSP Supplement</td>
<td>0.1 (1/2 day per week)</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2 (1 day per week)</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.496 (2 ½ days per week)</td>
</tr>
</tbody>
</table>
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School &amp; community sources</td>
<td>10 537.34</td>
</tr>
<tr>
<td>Interest</td>
<td>1 474.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 558.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>125 492.52</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>15 923.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 358.92</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6 324.33</td>
</tr>
<tr>
<td>Library</td>
<td>2 640.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 653.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33 264.03</td>
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<tr>
<td>Casual relief teachers</td>
<td>4 524.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18 868.97</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 424.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 635.14</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 492.25</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>98 109.74</strong></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td><strong>27 382.78</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Arts
We have undertaken the following activities this year:

- ‘The Gallery Goes to School Program’ with Rose Marin, drawing and art appreciation. Students had the chance to study various different art works and how they were produced.
- Participated in making a banner for the annual Jacaranda Parade of Youth, gaining second place.
- Attended the Grafton City Eisteddfod, verse speaking and dance.
- School participated in the Musical: “From Bethlehem to Bondi” at the Nymboida Community Hall. The musical doubled as Carols by Candlelight for the community.
- The students performed at the Small Schools Big Impact concert.
- In term 4 Ms. Kristina Edwards from the Grafton Conservatorium of Music tutored students in music education each Tuesday. The students learnt music notation, beat and how to play various tuned and non-tuned instruments. The P&C paid for the tuition.
- Ms. Vickie Freelander taught the students recorder on Tuesdays. The students enjoyed performing their pieces at the school's annual presentation day.
- The school organised a Community Bush Dance at the Nymboida Community Hall. The dance was a fun raiser for the school and attracted many members of the community. Mr. John Spencer came to the school prior to the dance and taught the students a number of bush dances.

Sport
This year Nymboida Public School participated in a number of sporting activities and events.

In Term 1 Nymboida students participated in the:

- Small Schools Swimming Carnival. All students tried hard at the Small Schools Swimming carnival and gained some great results. School ribbons were given to Tia Kellerman-Davies, Clint Clayson, Hayden Towns, Hayden Munro and Sebastian Young.
- Golden Circle Fun Run at Nymboida Public School. The whole school participated in the fun run to raise sponsorship money for the school.
During Term 2, 3 and 4 activities included:

- The Coutts Crossing/ Nymboida Public Schools Athletics Carnival was held at Coutts Crossing Public School. Special mention to Hayden Towns for an overall effort in all events, Courtney Towns for a massive effort in the 800 metres, Hayden Munro who ran himself to exhaustion, Jayden Porrelli who came third in the Junior Boys High Jump, Shiann Broderick who didn’t give up all day even when she was running against older athletes, Leah Kellerman-Davies for a fantastic effort and an excellent example to us all, Lucus Weeks and Sebastian Young for their great efforts in the relay, Jess Franklin who always shows school spirit and her big heart, Jack Lancaster and Ella Freelander who ran in their races even though both were ill with the ‘flu’ and Tia Kellerman-Davies who tried hard and led from the front. A great effort from our SRC President who led by example.

- At the annual Clarence Small School’s Carnival, Shiann Broderick came third in the 100 and 800 metres and Jayden Porrelli also gained a third place in the high jump. Hayden Towns gained a fourth place in the 200 metres.

- Shiann Broderick represented our school at the Mid-North Coast Carnival at Coffs Harbour International Stadium, where she came a very credible eighth place.

- Sebastian Young won bronze medals in the NSW junior slalom and the junior teams slalom competitions at the NSW CHS Canoe Championships.

- The annual Nymboida Public School Cross Country and the Clarence Small Schools Cross Country. Sebastian gained a tenth place and Shiann Broderick a third place. Shiann qualified to compete in the District and Mid North Coast Carnivals.

- Hayden Towns, Hayden Munro, Amber Roberts and Tia Kellerman-Davies represented our school at the annual Dudley Jones Tennis Competition at Grafton City Tennis Courts. Special to thanks to David Towns for being the team captain for the day. The students had a great day and played very well.

During Term 4:

- Surf Awareness Day at Minnie Waters involving all Clarence small schools involved in Active After-school Communities. The day was hosted by Ulmarra Public School and Active After-school Communities.

- The whole school participated in learn to swim and gymnastics lessons each Wednesday for the first 7 weeks.

- Each Tuesday, during the year, between 3 and 4pm students participated in Active After-school Communities Activities. The activities were organised and run by parents. The program has been a great success, encouraging students to engage in outdoor activities.

- The ‘Jump Rope for Heart’ day was held to raise money for the Heart Foundation.

Environmental Science Day

On Monday June 1st Nymboida Public School hosted its annual Environmental Science Day. Students from Cowper, Coutts Crossing, South Grafton, Hernani and Dundurrabin Public Schools all gathered with Nymboida Public Students at Nymboida to participate in a wide range of environmental activities. The aim of the day was to introduce students to the physical, cultural and historical aspects of our wonderful environment.

The students and staff got to participate in activities ranging from a plant and tree treasure hunt, digging for insects and bugs, patting an echidna and python and learning local Gumbaynggir customs, to visiting the Nymboida Coaching Station Museum.

Special thank you to our presenters Debbie Repschläger (Clarence Landcare), John McQueen (Cascade Environmental Centre), Vedette McKenna (Aboriginal Education), Cyrelle Field (Education Officer at Taronga Zoo Sydney), Green Corps and Paul Dawson (Nymboida Coaching Station).
Excursions

Excursions form an important part of students’ education and help to expose students at Nymboida Public School to activities that they may not normally be able to see or do. During 2009 students at Nymboida Public School have taken part in many educational excursions:

- Year 3-6 visited Cascade Environmental Centre with Coutts Crossing Public School for a 5 day camp.
- Grafton City Bowling Alley and Grafton Regional Sports Centre as a school group to experience different sporting activities.
- Surf Awareness Day
- Swim and Gym
- K-6 Students had a sleepover camp at school while their parents attended the Nymboida Public School Masquerade Ball at the Nymboida Coaching Station.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

Literacy – NAPLAN Year 3

One student sat for NAPLAN Literacy tests in 2009. In order to maintain confidentiality and to comply with DET guidelines I am unable to comment on 2009 results.

Numeracy – NAPLAN Year 3

One student sat for NAPLAN Numeracy tests in 2009. In order to maintain confidentiality and to comply with DET guidelines I am unable to comment on 2009 results.

Progress in literacy Year 3

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.
Progress in literacy Year 5

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009
In order to comply with confidentiality and DET standards I am unable to comment on 2009 results

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009
In order to comply with confidentiality and DET standards I am unable to comment on 2009 results

Significant programs and initiatives
Aboriginal education
• Aboriginal perspectives are an important component in all Key Learning Areas. In HSIE students studied 'Living in Communities' and 'Australia Your Standing in It' Units
• Each student was encouraged to participate and have the opportunity to lead the school in 'Welcome to Country'.
• The Environmental Science Day had an underlying theme about respect for the land which included Aboriginal legends and stories.
• Students participated in an Aboriginal Cultural at Dundurrabin.
• Staff joined the local AECG.

Multicultural education
Multicultural perspectives are embedded within KLAs across class programs (e.g. geographical locations, Australia's relationship to, cultural and religious differences and similarities) have been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE Students studied customs and beliefs from other countries.

Respect and responsibility
Values are an important part of the school curriculum and are embedded in all KLA’s.

This year students participated in the ANZAC Day March and the March of Youth at the annual Jacaranda Festival.
Students remember the fallen on Remembrance Day

Progress on 2009 targets
Target 1
To increase ICAS Number results in stages 2 and 3 from 100% Participation in 2008 to achieving 40% Credit or better results in 2009.

Our achievements include:
• 100% of Year 2 students improved their diagnostic maths baseline data results by as much as 13 to 23%.
• 70% of Stage 2 and 3 students improved their diagnostics maths baseline data results by as much as 9 to 20%
• Staff participated in the Targeted Early Numeracy Program.

Target 2
To increase ICAS Spelling results in stages 2 and 3 from 100% Participation in 2008 to achieving 40% Credit or better results in 2009.

Our achievements include:
• 50% of Stage 1 and 2 students achieved PEG Level 9 or higher. 70% improved by 3 or more PEG levels during the year.
• 63% of stage 3 students achieved PEG level 9 or higher. 75% improved by 4 or more PEG levels during the year.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Planning and Mathematics
Educational and management practice
Each year the school evaluates and reports on one component of educational and management practice. This year we chose to report on the aspect of Planning.

Background
77% of families responded to the Planning survey and indicated an overall satisfaction with the Planning procedures at the school. At the beginning of the year parents and community members were invited to discuss the school management plan and each family was given a copy of the annual school report.

Findings and conclusions
Parents believed that the majority of the time, the school involved staff, students and parents about its published statement of school purpose and school activities matched this purpose. They also believed that the school informed them of major purchases and requisitions.

Staff believed that planning is an important component of the school organisation and an integral part of achieving maximum student learning outcomes.

Future directions
- Parent meeting to discuss school management plan and its implementation.
- Involve staff in the development of the school management plan.
- Planning for the introduction of Low Socio-Economic Status School Communities National Partnership funding report.
- Organisation of classes to achieve targets.

Curriculum
Mathematics

Background
Mathematics is taught across all KLAs and in 2009 the school organised and implemented groups across the stages.

Findings and conclusions
Data was collected from student, parent and teacher surveys and student work samples. 80% of parent surveys indicated that the school kept them well informed about the teaching of mathematics and that their child’s progress was articulated to them in useful reports. 70% of parents believed that they are confident to assist their child with mathematical concepts at home and that they understood how mathematics was taught at school.

Teachers believed that programs such as Targeted Early Numeracy, Best Start and Count Me in Too kept their teaching practice and assessment procedures well informed.

Data from students indicated that they are confident when counting to 1000 and counting on and counting back. Most students indicated that they enjoyed maths lessons, especially those involving hands-on activities. Surveys indicated that the students enjoyed a wide variety of learning equipment, both concrete and electronic.

Future directions
- Parents indicated a willingness to attend more mathematical information sessions at school.
- Teachers will attend and update their mathematical teaching knowledge through Count Me in Too online and Best Start.
- Teachers will introduce mathematical activities that use multiple intelligences to challenge and heighten standards of achievement, especially in NAPLAN and ICAS tests.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Of the Students surveyed, 86% indicated that they liked to go to school each day and 14% mostly liked to be there. 93% students agreed or strongly agreed that their teachers helped them to do their best. All students indicated that they liked their school and that their teachers were respectful and caring towards them.

100% of families returned surveys. Results indicated that they agreed or mostly agreed that the school:
- provides a clear understanding of what the school is trying to accomplish.
- has a clearly defined purpose.
- has identified targets which are clearly defined.
leaders act fairly and with integrity and that they care about all the students.
staff cooperates and communicate effectively with students and parents.
provides a warm and welcoming atmosphere.
works with many community organisations to support its students.

The staff indicated that the school provided them with a safe and happy environment to work in. They felt well supported by the school and the community.

Professional learning
During 2009 Nymboida Staff participated in a variety of Professional Learning Activities. These included:
- Child Protection Update Training.
- Anaphylaxis Training and the use of an Epipen.
- Road Safety Training
- First Aid Training
- Numerical and Literacy Training
- SBSR Training
- Franklin Covey Leadership Training
- Accelerated Literacy
- Keep Them Safe Training
- Best Start

School Development 2009 – 2011
The following targets will be the major focus areas in our 2010 Management Plan.

Targets for 2010

Target 1
- To have 90% Year 3 Students in Band 4 or higher in NAPLAN Numeracy.
- To have 95% Year 5 Students in Band 4 or higher in NAPLAN Numeracy

Strategies to achieve this target include:
- Using NAPLAN and in school data to improve student learning outcomes in the area of Number.

Target 2
- To have 85% of Year 3 Students in Band 2 or higher in NAPLAN Literacy.
- To have 90% Year 5 Students in Band 4 or higher in NAPLAN Literacy

Strategies to achieve this target include:
- Continuation of Lexile Program
- Strategic update of reading and spelling resources to increase engagement and
relevance to directly achieve improved reading outcomes.

- Continue to use staffing supplement to create small literacy groups to ensure individual needs are identified and targeted.
- Professional development and workshops from PSP consultants for parents and teachers.
- All students will participate in the ICAS English and Spelling Assessment Tests. Results will be compared with 2008 and 2009.
- Updating and monitoring Individual Learning Programs.
- Linking NAPLAN Assessment and teaching strategies to teaching and assessment programs.
- Monitoring Weekly spelling results, homework errors and writing results per term.
- Parent information day to discuss school targets and school expectations.
- Participation in the Premier’s Spelling Bee and Reading Challenge.
- Improved comprehension skills using programs such as “Comprehension Skills”.

Our success will be measured by:

- Improved spelling accuracy and grammar in all Key Learning areas.
- Improved results from weekly spelling tests. 100% no mistakes each week.
- All students improve their Spelling levels by at least 3.
- Parent participation in the classroom and at workshops.
- Improved comprehension results in weekly and Term tests.
- Students have a good understanding of different types of texts as evident in weekly class work and term assessments.
- NAPLAN results
- ICAS results
- Comparison of Lexile levels in each term.

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.

Sharon Hall – President Nymboida P&C
Keith Davies – PSP Representative
Tony Broderick – PSP Representative
Peter Buckley - Principal

School contact information

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3890 Armidale Road, Nymboida
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: