Our school at a glance

Students

Nymboida Public School has an enrolment of 24 students as at December 2008. Students are organised into two classes K-2 and 3-6.

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 two teacher school, one principal and one permanent classroom teacher. 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 meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2008 the school was engaged in a wide variety of educational and cultural activities. These activities included:

- Art Day- Gallery Goes to School
- Environmental Science Day
- Athletics Carnival with Coutts Crossing
- Priority Schools Program
- Swimming School
- Active After School Communities Program
- Newspapers in Education
- Jump Rope for Heart Guinness Book of records Attempt
- Auskick Gala Day
- Art Exhibition at Grafton Regional Gallery
- Life Education Van
- MS Readathon

Student achievement in 2008

Literacy – NAPLAN Year 3 and Year 5

In 2008 two 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 had improved. However, spelling continues to remain a target (See 2008 Target 2).

Numeracy – NAPLAN Year 3 and Year 5

In 2008 two Year 3 and four Year 5 students sat for the NAPLAN Numeracy Tests. In order to maintain confidentiality and to comply with DET guidelines, I am unable to comment on the students’ NAPLAN results.

However, School based and ICAS data over the past year, have indicated a need to continue to monitor Number.

School based assessment included NAPLAN practice tests, Scaffolding Maths, SENA 1 and 2, practical work, checklists, classroom observations and work samples.

(See 2008 Target 1).

Messages

Principal's message

Welcome to Nymboida Public School's 2008 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 feels 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.

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
P&C and/or School Council message

This year the P&C provided funds for text and library books, excursions, curtains and furnishings for the library and a dedication plaque in honour of a past principal. In addition the P&C donated their time, raising funds by holding monster and Carols by Candlelight raffles.

The band of hard working parents provided afternoon teas and barbeques for the Variety Club Bash Visit and School Presentation Day.

The major fundraiser for the year was the raffling of a fifty inch plasma television and wireless surround sound. The prize was worth $3 748. Nymboida Canoe Centre kindly donated second prize valued at $430.

Sharon Hall
P&C President

Student representative's message

This year the SRC has been involved in many fundraisers and school projects.

Fundraisers included:
- Westpac Helicopter Rescue $30
- Nymboida RFS $35
- Nymboida Wilderness Rescue $48

School projects have been:
- Suggestion box, so students could express themselves and raise ideas and suggestions.
- School Disco, to raise money for the sandpit.
- We have also been involved in the NIE awards.

We’ve had a great year.

SRC President : Amber Munro

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>13</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.9</td>
<td>93.6</td>
<td>92.7</td>
<td>89.9</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>3</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Structure of classes

Nymboida Public classes have been organised into one Early Stage 1 and Stage 1 class – K-2, and a Stage 2 and 3 class, 3-6. The classes have 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.

In 2008, the average daily staff attendance rate was: N/A

Staff retention

Staff should remain the same in 2009.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A.

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>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian (2hr/wk)</td>
<td>0.084</td>
</tr>
<tr>
<td>Part-time Teacher (4hr/wk)</td>
<td>0.168</td>
</tr>
<tr>
<td>Release from Face to Face (2hrs/wk)</td>
<td>0.084</td>
</tr>
<tr>
<td>PSP Supplementary Staffing (2hrs 22mins/wk)</td>
<td>0.1</td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2008

Income

- Balance brought forward: 100 682.47
- Global funds: 51 578.03
- Tied funds: 22 595.64
- School & community sources: 13 560.57
- Interest: 5 252.09
- Trust receipts: 1 198.10
- Canteen: 0.00

Total income: 194 866.90

Expenditure

- Teaching & learning
  - Key learning areas: 14 821.93
  - Excursions: 3 913.49
  - Extracurricular dissections: 5 293.23
- Library: 1 794.63
- Training & development: 2 934.72
- Tied funds: 70 683.01
- Casual relief teachers: 7 803.99
- Administration & office: 26 203.63
- School-operated canteen: 0.00
- Utilities: 4 662.90
- Maintenance: 6 605.07
- Trust accounts: 1 198.10
- Capital programs: 6 193.00

Total expenditure: 152 107.70

Balance carried forward: 42 759.20

A full copy of the school's 2008 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.

Copies are available from the principal.
School performance 2008

At the beginning of the year students were into Stage groups – Creative and Practical Arts, HSIE and PD, Health, PE. This gave each child the chance to improve and develop in each area. All students enjoyed having the individual attention these groupings allowed and have produced work of a high standard.

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.
- Contributed to a joint art exhibition, with all small schools in the Clarence area.
- Began a school choir which performed at the Grafton City Eisteddfod.
- Attended the Grafton City Eisteddfod, verse speaking, dance and choir, gaining highly commended awards in Dance and Choir.
- Produced student art works for the Nymboida Public School’s exhibition; Colours, Bold and Bright at the Grafton Regional Art Gallery.
- Participated in dragon puppet making workshops held at Coutts Crossing School, used puppets in a performance at the Jacaranda Dragon Boat Festival.
- Attended the African Drums musical experience at Coutts Crossing Public School.
- Exhibited artwork in the Annual Grafton Show. Show winners included: Ella Freeland (first and second places), Highly Commended Awards went to Ben Clayson, Lucus Weeks, Alicia Fairbanks, Blake Slomczewski and Martin Conroy-Jaeger.

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. Amber Munro and Hayden Towns represented the school at the Clarence Small Schools Carnival.
- Festival of Football at Fisher Park, Grafton. The day was hosted by Tucabia Public School and Active After-school Communities. Years 4 to 6 students participated. Amber Munro won a soccer ball for being Nymboida Public’s most valuable player.
- Golden Circle Fun Run at Nymboida Public School. The whole school participated in the fun run to raise sponsorship money for the school.
- Gymnastics Day at Dundurrabin. The day was hosted by Dundurrabin Public School and Active After-school Communities. The students combined with other small school students to learn gymnastic skills.

During Term 2 and 3 activities included:
- The Coutts Crossing/Nymboida Public Schools Athletics Carnival was held at Coutts Crossing Public School. Shiann Broderick was Minor Girls Champion and Amber Munro, Senior Girls Champion. Amber Munro Qualified for the 800 metres at the Clarence and Mid-North Coast Carnivals.
- The annual Nymboida Public School Cross Country and the Clarence Small Schools Cross Country. Amber qualified to compete in the District and Mid North Coast Carnivals.
- Two parents from Nymboida Public School were trained as Active After School Communities Community Coaches. The program continued for the whole year after school, with the strong support of parent coaches.
- Surf Awareness Day at Minnie Waters involving all Clarence small school involved in Active After-school Communities. The day was hosted by Ulmarra Public School and Active After-school Communities.
- AUS Kick day organised by the Auskick Program. four students participated in the program.

Each Tuesday, during terms 1, 2 and 3 students each Tuesday afternoon at 3 pm to 4 pm, 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.

In Term 4, the whole school participated in learn to swim lessons each Friday for the first 7 weeks.
Environmental Science Day

During Term 2 Nymboida hosted another Environmental Science Day. Students from Dundurrabin and Hernani also attended. The day focused on the care of Australian fauna and how introduced flora affects our environment. Students also studied the effect water has on our environment and produced art works to reflect their views in this area. Special Guests for the day were the Taronga Park Zoo mobile and Debra Repschlager. The day was a success for those involved and will be hosted again in 2009.

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 2008 students at Nymboida Public School have taken part in many educational excursions:
- Botanical Gardens to study plant growth and habitat and how the environment has been changed to reflect the needs of those using it.
- The HMB Endeavour replica, to study this ship and how life was for the people on board this ship.
- Year Five and Six students travelled to Brisbane with Coutts Crossing Public School.
- The Big Banana Water Park as a reward for students who were continually adhering to school rules.
- Grafton City Bowling Alley as a school group to experience different sporting activities.
- Questacon Science Circus at Coutts Crossing Public School.

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

Two students sat for NAPLAN Literacy tests in 2008. In order to maintain confidentiality and to comply with DET guidelines I am unable to comment on 2008 results.

Literacy – NAPLAN Year 5

Four students sat for NAPLAN Literacy tests in 2008. In order to maintain confidentiality and to comply with DET guidelines I am unable to comment on 2008 results.

Progress in Literacy

NAPLAN Progress in Literacy can be summarised by the following graph which shows trend data for the past three years for state region and school.

Numeracy – NAPLAN Year 3

Two students sat for NAPLAN Numeracy tests in 2008. In order to maintain confidentiality and to comply with DET guidelines I am unable to comment on 2008 results.

Numeracy – NAPLAN Year 5

Four students sat for NAPLAN Numeracy tests in 2008. In order to maintain confidentiality and to
comply with DET guidelines I am unable to comment on 2008 results.

Progress in Numeracy

NAPLAN Progress in Literacy can be summarised by the following graph which shows trend data for the past three years for state region and school.

![Graph showing progress in numeracy between Year 3 and Year 5](image)

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 2008

In order to comply with confidentiality and comply with DET standards I am unable to comment on 2008 results.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

In order to comply with confidentiality and comply with DET standards I am unable to comment on 2008 results.

Significant programs and initiatives

Priority Schools Program

2008 was the fourth 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. The new round of funding will commence in 2009 to 2012.

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 involved parents and community members in student learning activities.
- A tribute to Mrs. Pat Lynch involved a number of parents and community members to assist students celebrate her contribution to Nymboida Public school and Education.
- 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. 50% of Year 1 students becoming independent readers.
- Spelling Data indicates that 80% of Stage 1 students achieved PEG Level 5 or higher and that 40% achieved PEG Level 10. Stage 2, 60% achieved PEG Level 9 or higher with 50% achieving PEG Level 10 or higher.
- One Stage 2 student achieved a Credit in the University of NSW Test in English.
Data from Diagnostic Testing indicates that overall average numeracy improved by 12% in Stage 2 and 5% in Stage 3.

Teachers participated in the Numeracy In Middle School 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 the PEG Spelling program and to align this with the North Coast Spelling Program.
- Professional development and workshops from PSP consultants for parents and teachers.
- All students will participate in the ICAS English, Spelling and Mathematics Assessment Tests. Results will be compared with 2008 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.

**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’.

  - Students participated in Cultural Dance Day at Hernani with Kerry Skinner Aboriginal Education Assistant from South Grafton High School.

  - The Environmental Science Day had an underlying theme about respect for the land which included Aboriginal legends and stories.

**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. Each student chose a country from the Commonwealth and studied it.

The students and staff were privileged to have Dawa Phuntsho and Tshering Dorji from Bhutan visit our school and home stay in our community for a week. The teachers took the opportunity to learn about Australian schools and the Nymboida staff and students got to learn about Bhutan and the Bhutanese way of life. Special thanks to the Broderick Family and Annie Woolfe for opening their homes and making our visitors feel very welcome.

**Respect and responsibility**

Values are an important part of the school curriculum and are embedded in all KLA’s. Teachers were trained and revisited the Anti-racism Policy. The school anti-racism policy was updated and made current.
In Term 1 the students and staff hosted a school values forum. The day was dedicated to values of home, community and school. This year students participated in the ANZAC Day March, the March of Youth at the annual Jacaranda Festival and Back to Nymboida School Day.

Progress on 2008 targets

This section of the report describes the progress made towards achieving targets set for 2008. The targets set for 2008 covered Spelling and Number.

Target 1
To improve student results in Number.
Evidenced by:

- 60% in Stage 2 achieving above 40% in Number in Diagnostic Tests (Scaffolding Maths) to 60% achieving over 60% in Number in Diagnostic Tests (Scaffolding Maths)
- 100% in Stage 3 achieving above 58% in Number in Diagnostic Tests (Scaffolding Maths) to 68% achieving 100% in Number in Diagnostic Tests (Scaffolding Maths)

Our achievements include:
- Baseline data was collected in term 1 from School based and Diagnostic tests and compared with Term 3 Diagnostic results. Data from School Based and Diagnostic Testing indicates that overall average numeracy improved by 12% in Stage 2 and 5% in Stage 3.
- NAPLAN and ICAS data indicated a need to further target this area in 2009.

Target 2
To improve students results in Spelling.
Evidenced by:

- 60% in Stage 1 achieving at or above Level 4 (PEG Spelling) to 60% in Stage 1 achieving at or above Level 8 (PEG Spelling).
- 70% in Stage 2 achieving at or above Level 9 (PEG Spelling) to 90% in Stage 2 achieving at Level 10 (PEG Spelling)
- 100% in Stage 3 achieving at or above Level 9 (PEG Spelling) to 90% in Stage 3 achieving at Level 10 (PEG Spelling)

Our achievements include:
- Spelling Data indicates that 80% of Stage 1 students achieved PEG Level 5 or higher and that 40% achieved PEG Level 10. Stage 2, 60% achieved PEG Level 9 or higher with 50% achieving PEG Level 10 or higher.
- Spelling results from other school based data indicated that 54% of students in Stages 2 and 3 improved their spelling results by 4 to 7%. One student improved her results by 22%.

NAPLAN and ICAS data indicated a need to further target this area in 2009.

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 2008 our school carried out evaluations of teaching and Human Society and its Environment.

Educational and management practice

Teaching

Background

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 Teaching. The staff focussed on teaching a specific KLA in afternoon groups. Each Monday, Tuesday and Wednesday afternoons the school divided into 3 stage groups, Stage 1, 2 and 3. The focus areas were PD/Health and PE, HSIE and CAPA. Science and Technology and Computer Education were taught during other times in the week.

Findings and conclusions

The teachers felt that teaching KLAs this way was a very good way to learn more about the subject and deliver more interesting and varied lessons.

Teaching was evaluated via a Parent survey. fifty-seven percent completed and returned the survey. Overall parents were very pleased with the standard of teaching their child was receiving.

Areas of teaching that were seen to be of an outstanding or high standard across the school included:

- the curriculum taught is relevant to their child.
- parents being kept well informed about their child’s progress by clear and informative reports.
- is approachable and encourages students to ask when they don’t understand
- communicates clearly- explicit teaching
- encourages social development and responsibility
Areas of teaching where opinion was divided between being outstanding/high to sound/basic included:

- knows what their child can do and what they need to learn

Most comments were very positive with the majority of parents expressing their gratitude for the education their child receives at Nymboida.

Future directions

- Continuation of afternoon stage groups. However, HSIE and Science will alternate terms.
- Inviting parents with expertise to participate.
- Upgrade teaching programs and have a hard copy as well as electronic copy.
- Invite parents to information meeting to discuss and explain teaching practices.

Curriculum

Human Society and Its Environment

Background

It was decided that this year that HSIE be taught in stage groups and be the focus of one staff member. The highlights of the year were the excursion to Coffs Harbour to see the HMB Endeavour and visit by Bhutanese teachers. It was felt that the subject would be taught in more depth. It was important to evaluate HSIE after such a major change.

Findings and conclusions

Data was collected from Students, Parent and teachers surveys and students work samples.

41% of parents replied to the survey and indicated that they were overall most satisfied with the way HSIE was being taught at the school. 70% indicated that stage groups catered well for their children's needs, with 30% indicated that they mostly agreed. 100% of parents agreed or mostly agreed that HSIE was an important subject to their child or children and were interested in attending an information meeting about HSIE.

95% of students indicated that they enjoyed participating in HSIE lessons and learning about the world. 90% of students indicated they enjoyed learning about their heritage and wanted to learn more. 80% of students enjoyed the celebrations and the Olympic Games unit.

All staff indicated that the group activities were most successful and the data collected from student work samples and projects indicated that students were more engaged and informed when working in stage groups.

Future directions

HSIE stage groups will be continued 2009 and be evaluated.

Parent information meetings will be organised. HSIE based excursions, particularly in the local area.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Of the students surveyed, 60% indicated that they liked to go to school each day and 10% mostly liked to be there. 70% students indicated that what they learnt at school was important for later life and 60% to 70% indicated that their teacher helped them to do their best. Most students indicated that school was a friendly place to be and that they enjoyed what they did in class.

Of the parents surveyed, 100% indicated that they agreed or mostly agreed that the school:

- was always looking at ways of improving its performance.
- regularly measured the success of its programs
- cares about its students and the discipline is fair
- is well organised
- communicates effectively with parents and students
- staff undertakes extra training for improved performance

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 2008 Nymboida Staff participated in a variety of Professional Learning Activities.

These included:

- Numeracy In the Middle School.
- Child Protection Update Training.
• Anaphylaxis Training and the use of an epipen.
• Road Safety Training
• First Aid Training
• NAPLAN marking

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

Targets for 2009

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.

Strategies to achieve this target include:
• Using NAPLAN and in school data to improve student learning outcomes in the area of Number.
• The use of staffing supplement to create smaller Numeracy groups.
• PSP and PO consultants will support parents and staff to achieve improved student outcome in Mathematics.
• Participating in the ICAS Mathematics Assessment Tests. Results will be compared with 2008 results.
• School Base Data collection in Terms 1 and 3.
• Linking NAPLAN Assessment and teaching strategies to teaching and assessment programs.
• Professional development and workshops from PSP consultants for parents and teachers.
• Count Me in Too Assessment across the school – SENA 1 & 2.
• Monitoring end of unit test, teaching programs and diagnostic tests throughout the year to assess progress.
• Participating in tournament of the times – Benchmarking students speed in mentals in term 1 and comparing results throughout the year.
• explicit quality teaching programs

Our success will be measured by:
• Improved number skills evident by results from place in time school based data.
• Results from 2009 ICAS test indicate better results than 2008. 40% of students received a credit or better.

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.

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.
• Continuation of the PEG Spelling program and to align this with the North Coast Spelling Program.
• 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 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.
• Participation in the Premier’s Spelling Bee.

Our success will be measured by:
• improved spelling accuracy in all Key Learning areas.
• Improved results from weekly spelling tests. 100% no mistakes each week.
• All students improve their PEG Spelling levels by at least 3.
• Parent participation in the classroom and at workshops.
• 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
Allan Smith - Teacher
Peter Buckley - Principal

School contact information

Nymboida Public School
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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: