Our school at a glance

Students

Bribbaree Public School had an enrolment of 25 students in 2011. Of these, 14 were boys and 13 were girls with 1 student identified as Aboriginal.

The school prides itself in providing a safe classroom and playground environment where students, staff and community members respect each other and their work. To overcome our geographical isolation we work closely with the Young Small Schools.

Staff

In 2011, Bribbaree Public School had two full time teaching staff as well as a third teacher employed to provide release, library and support for small group instruction. We were supported by a School Learning Support Officer, a School Administration Manager and a general assistant. We also had regular access to the Young Small School’s SLST Wendy De Britt and Katina Parker who both provided further support to individual students.

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

Significant programs and initiatives

Bribbaree Public School is a Priority Schools Program funded school and also a Country Areas Program school. The funds from these programs enable employing an additional teacher to support literacy and numeracy programs throughout the school.

The staffing allocation was supplemented with school funds to employ a teacher to support the implementation of guided reading groups, targeted numeracy groups and to support the Kindergarten students in the K/1/2 classroom.

Bribbaree Public School joined the Live Life Well at School program in 2011 – a joint initiative between NSW Health and the NSW Department of Education. As a part of this program we obtained funding to help promote and support our students, families and communities to live a healthy and active lifestyle. We set up a Breakfast Club which operates three mornings a week which provides breakfast to all students at no cost to families. This initiative is extremely popular with students and families alike and has resulted in improved learning throughout the day. We have also conducted an audit of sports equipment and had staff attend professional learning opportunities aimed at encouraging students to be active in the playground.
Student achievement in 2011

Literacy – NAPLAN Year 3
Five students in year 3 sat for NAPLAN literacy. This represents 100% of students enrolled at Bribbaree public School.

Numeracy – NAPLAN Year 3
Five students in year 3 sat for NAPLAN numeracy. This represents 100% of students at Bribbaree Public School.

Literacy – Year 5
One student in year 5 sat for NAPLAN literacy. This represents 100% of students enrolled at Bribbaree Public School.

Numeracy – Year 5
One student in year 5 sat for NAPLAN numeracy. This represents 100% of students at Bribbaree Public School.

Messages

Principal’s message
My first year at Bribbaree has been a wonderfully fulfilling year and I look forward to continuing contributing to the educational successes of students at our great school.

Our Year 6 students had the opportunity to participate in additional transition to high school activities in 2011. They attended Young Public School one afternoon a week for most of Term 4 to meet with future classmates and teachers, and to learn about 2012 lessons and high school proceedings. It is anticipated that these increased opportunities will make for a smoother social and emotional transition from primary to high school for our students.

In response to community consultation an extended Kindergarten transition program was offered in 2011. Students enrolled to commence Kindergarten at Bribbaree Public School in 2012 attended school two days per week in terms 3 and 4. This program enabled students to forge strong social connections and ensured students have the necessary skills to achieve success in their crucial first year at school.

A focus in 2011 has been strengthening ties between Bribbaree Public School and the local community. Parents and community members have been invited into open classrooms, Mother’s and Father’s day morning teas, a community barbeque following P & C meetings and increasing community consultation and involvement across a wide range of student welfare and school planning areas.

We have sought support for our students through the acquisition of services from local optometrists, speech pathologists and counsellors to ensure that our students are able to achieve the best possible social, emotional and academic outcomes.

Finally I would like to acknowledge the work of Mrs Michelle Mundy who worked as Senior Administration Manager at Bribbaree Public School from 1991 to 2011. Michelle’s dedication and tireless efforts will never be forgotten by the Bribbaree school community.

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.

Margaret Mansfield, Principal.

P & C and/or School Council message

2011 has been a very busy and rewarding year for the P&C at Bribbaree Public School. With ongoing support from our dedicated and hard-working families, community members, teachers and parents we have been able to successfully complete many catering functions which allowed us to obtain a modest profit which has been reinvested back into the school.

Revenue functions included a wide range of activities including Farm Clearance Sales, BBQ’s, Bribbaree Show BBQ, Parent Direct/Chalk Catalogue Fundraiser and the fortnightly Meat Raffles at Bribbaree Railway Hotel. Funds were
also received from the collection of drums for Drum Muster.

The P&C was able to assist students by making contributions towards cost of excursions, purchase of levelled reading books, contributions towards the Broken Bay camp and the annual premium Accident Insurance for each student at the school.

The P&C also provides a canteen facility for students one day a week. This is voluntarily run by parents. The kitchen was completely up-dated this year.

Donations by the P&C were made to the Cystic Fibrosis Foundation, a motor bike accident victim from Quandialla and the Bribbaree Show Society.

I would like to take this opportunity to acknowledge the parents and local community of Bribbaree Public School who have so willingly supported the students in the past twelve months.

Jenny Newell, President

Student representative’s message

As leaders of Bribbaree Public School we have enjoyed being role models for the younger students.

We have had wonderful opportunities this year to participate in activities such as the Impact Leadership day, Technology Camp, a visit to Iandra Castle, learning Circus Arts as well as a fascinating (and exhausting!) week long camp to Broken Bay.

One of the best things about being at Bribbaree Public School has been the close friendships we have made with each other and the relationships with our teachers.

We have enjoyed being given greater responsibility around the school and have learnt a lot about how to represent not only our school but ourselves in the best possible way when out in the community.

It has been a pleasure to work with and support the staff, students and parents of Bribbaree Public School in 2011. We are extremely grateful to the dedicated staff and hardworking P & C for all that they have done for us and our fellow students over the last twelve months.

Student Leaders, 2011, Natasha Bridger, Brandon DeBritt-Frost and Kaycie DeBritt-Frost

School context

Student information

Students enjoying the play equipment at BPS

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>16</td>
<td>15</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>16</td>
<td>16</td>
<td>19</td>
<td>13</td>
</tr>
</tbody>
</table>
Student attendance profile

Management of non-attendance
Student attendance is regularly monitored by staff and the Home School Liaison Officer. Families and students are regularly advised of the importance of good attendance at school via the school newsletter and at weekly assemblies. Students with 100% attendance each term are recognized and rewarded at whole school assemblies.

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

Structure of classes
There were 12 students in the K-2 lower division and 13 in the 3-6 upper division.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.65</td>
</tr>
<tr>
<td>Total</td>
<td>4.35</td>
</tr>
</tbody>
</table>

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

There are no Indigenous staff members at the school.

Staff retention
The school’s retention rate for 2011 was 75%. The new principal arrived at the beginning of term 2.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>
### Financial summary

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

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>69633.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>49026.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46825.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13653.53</td>
</tr>
<tr>
<td>Interest</td>
<td>4501.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1378.49</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>185019.37</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9549.50</td>
</tr>
<tr>
<td>Excursions</td>
<td>3322.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8349.33</td>
</tr>
<tr>
<td>Library</td>
<td>1768.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2580.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>39762.77</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>21064.80</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9298.99</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7724.59</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8144.90</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4455.27</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>116021.29</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>68998.08</strong></td>
</tr>
</tbody>
</table>

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

### School performance 2011

#### Achievements

#### Arts

As in previous years we have been lucky enough to attend the Musica Viva performances. These are always exciting and unique experiences – this year’s performances were presented by ‘The Sousaphonics’, a musical quintet which presented musical styles found in carnivals and festivals around the world and ‘Fada’ an Irish quartet who demonstrated traditional Irish music, dance and instruments. The students found both of these performances enlightening and highly entertaining.

This year we formed a primary choir group, supported and led by one of our parents in conjunction with school staff. The students greatly enjoyed their weekly singing instruction and have performed at a number of school occasions including weekly assemblies and community open days.

In term 2, six of our students were awarded prizes for their artwork and/or poster entries in the Henry Lawson festival. When judging the primary entries, Gloria Harris (of Blake Education) specifically commented that “the contribution of students showed mastery of digital technology (in the creation of their artworks) of a high standard.”
In terms 3 and 4, all students from K-6 have been taking weekly drum lessons and have formed both an Upper and Lower division ‘Drum Corps.’ The students have been learning important performance and music skills and will be performing at our annual presentation night.

Throughout the year students have also had the opportunity to join with other small schools in the Young Small School’s network to attend dramatic performance such as ‘Being Brave’ which educated students on bullying and other social issues. Students also travelled to Young North Public School in Term 4 to view a performance by a children’s circus group and were then taught how to perform a number of tricks themselves.

**Sport**

Bribbaree Public School has been strongly represented in the sporting arena over the past 12 months. Our students have participated in PSSA Swimming, Athletics and Cross Country carnivals and have achieved commendable results. We had students qualify to represent Bribbaree Public School in swimming at a district level and the Young Small School’s in both cross country and athletics, at not only a district level but also at regional competition.

Students at Bribbaree Public School achieved some fantastic results at the Small School Athletics carnival. Both the junior and senior girls relay teams won. Grace Lehane gained first placing in both the 200 metre and 800 metre Junior girl’s race and she also represented in both relay events, while Haylee Bridger achieved second place in the 800 metre event.


Stage 3 students continue to be part of the ‘Learning to Lead’ initiative and took part in a training day in Term 1 in which they learnt a number of new sports, skills and activities which they have implemented across the school in daily fitness and structured lunch time play sessions.

Students have continued to have access to the Active After School Community Sports initiative. This year students have enjoyed hockey, boxing, touch football, cycling and soccer. Students and community participation continues to grow with additional staff and community members being trained as ‘Community Coaches’ to deliver the program in 2011 and beyond.

In term 3, a number of our Stage One boys joined with their peers from the other Young Small Schools to compete in a district soccer gala day. Impressively, the team won all of their round
robin matches and were only narrowly defeated in the semifinals.

Term 4 saw Bribbaree Public School compete in the annual Bland Sports carnival against Caragabal and Quandialla schools. Congratulations to Sarah Hector who won Juvenile girls Champion at this event.

**Academic**

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

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

Year 3: Too few students to report because of number of students in cohort.

Year 5: Too few students to report because of the number of students in cohort.

**Small schools or small student cohorts**

The reporting of information must be consistent with privacy and personal information policies. It is highly recommended that the determination of appropriate reporting strategies for small schools or small student cohorts is made following consultation between the principal and the school education director (SED). The professional judgments of

Both the principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject. Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies.

**Literacy – NAPLAN Year 3**

Five students in Year 3 sat for NAPLAN Literacy. This represents 100% of students enrolled at Bribbaree Public School.

**Numeracy – NAPLAN Year 3**

Five students in Year 3 sat for NAPLAN Numeracy. This represents 100% of students enrolled at Bribbaree Public School.

**Literacy – NAPLAN Year 5**

Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies.

**Numeracy – NAPLAN Year 5**

Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies.

**Progress in literacy**

The school is unable to report progress because of the small number of students and privacy concerns.

**Progress in numeracy**

The school is unable to report progress because of the small number of students and privacy concerns.

**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.
Significant programs and initiatives

Aboriginal education

In 2011, students from Bribbaree Public School travelled to Greenethorpe to participate in the ‘Aboriginal for a Day’ cultural experience. We joined with other students from schools around the region to learn about and explore traditional Aboriginal culture. We participated in a cleansing smoke ceremony, learnt about and designed some of our own Aboriginal artwork using traditional symbols and heard Dreamtime stories and viewed traditional art works. Opportunities such as this are particularly important in supporting the learning about and inclusion of Aboriginal perspectives in our regular HSIE units, as our students are not always able to easily access Aboriginal community members in our rural and isolated setting.

Multicultural education

Bribbaree Public School celebrated National Harmony Day for the second consecutive year after an extensive country study in HSIE lessons across the majority of Term 1. Students took part in a trivia day and traditional food tasting to share the knowledge and appreciation they had gained for other cultures.

Respect and Responsibility

Year 5 and 6 students attended the Impact Leadership Conference in Canberra in May. The students were able to participate in activities that helped them to develop their skills in responsible leadership. The leadership programs presented were fresh, practical, interactive and thoroughly enjoyed by our students.

We have continued our Values based approach to education and have focused on the values of respect and responsibility through student welfare and leadership programs.

The role of our leadership team in the school has increased and has become more visible to the school community. Students run weekly assemblies and are responsible also for setting up and supervising activities for our younger students in the school playground.

Our school was strongly represented at the Bribbaree community ANZAC day march and service and Remembrance Day ceremony in 2011.
Other programs

Technology
With the completion of our new BER library came the installation of a second Connected Classroom. This has enabled greater access for all students from K-6 to connected learning opportunities and virtual excursions and enhanced student motivation and engagement.

Students in Stage Three had the opportunity to explore and learn about a range of new and innovative technologies over a two day technology camp organised in conjunction with a number of other local small schools. The students enjoyed learning how to use Kahootz, QR codes and Robotics and were keen to share their new knowledge and skills with students back at school.

Stage Two students were accompanied by Miss Sheehan and attended a workshop on using Photostory in Term 3 of 2011. Miss Sheehan and the chosen students were trained in using the program efficiently and effectively brought their knowledge back to school to train their peers in the use of this program.

Progress on 2011 targets

Target 1
80% of students achieve stage based outcomes in reading. This target was not fully achieved in 2011 with only 60% of students achieving staged based outcomes.

Our achievements include:
- Increased community and parent involvement in supporting reading. Parents and community members have assisted in classroom literacy sessions as well as listening to individual students reading.
- Employment of an additional teacher to provide targeted small group literacy instruction in K/1/2 classroom.
- Reading Recovery program has been established using existing human resources to support two struggling students in Year One with a significant level of success.
- Students from K- have demonstrated growth in reading and comprehension skills.

Target 2
85% of students achieve stage based outcomes in Numeracy. This target was not fully achieved in 2011 with only 60% of students achieving stage based outcomes.

Our achievements include:
- Purchase of Mathletics program for home and school use has been extremely well received by students and families.
- Parents have been invited to and attended workshops explaining the use of Mathletics and how to support their children at home.
- Teachers have attended workshops to analyse assessment samples and develop effective procedures for feedback to students in numeracy.
- NAPLAN results show growth in student numeracy skills.

Target 3
All students will demonstrate competence in the stage appropriate outcomes in the ICT scope and sequence.

Our achievements include:
- Staff understanding of cohesive and explicit teaching of ICT skills in the classroom through the consistent implementation of the new ICT skills scope and sequence.
- Students have demonstrated increased knowledge and awareness of technology and have increased the use of programs such as PowerPoint and Moodle to complete and present work.
- Students in Stage 2 and 3 have trained in the use of a range of specific technologies and have been able to effectively demonstrate and train their classmates in the use of these same technologies upon returning to school.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Satisfaction, School Culture and Mathematics.
**Educational and management practice**

**School Culture**

**Background**

Parents, students and teachers were surveyed in Term 4, 2011 to ascertain their views on the culture of Bribbaree Public School and assist with planning welfare programs and targeted support in 2012. 100% of family surveys were returned.

**Findings and conclusions**

100% of students agree that they are praised and rewarded for their successes and that their individual learning needs are catered for by their teachers. Students also agree that new students to our school are made welcome by staff, students and the wider community.

All families consider what students are asked and expected to learn at school as important. Parents consistently reported their children’s classrooms as interesting places to learn and recognize that the school employs support staff, as well as teachers to support children’s learning. 100% of families agree that the school expects children to achieve to the best of their ability.

**Future directions**

In 2012 Bribbaree Public School will continue to provide opportunities for school leaders to have a positive influence on the school culture and encourage increased student input into decision making processes.

Staff and the whole school community will endeavor to encourage students to demonstrate greater pride in their learning through increased sharing of effort and achievement between students, staff and their wider community. Staff will continue to communicate openly and honestly with parents and families about each child’s learning and development in both formal and informal situations.

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**Curriculum**

**Mathematics**

**Background**

Bribbaree Public School focused on improving parent’s knowledge and understanding of the way mathematics was taught at school in 2011. The staff and whole school community worked hard to increase student numeracy levels over the year. A survey on mathematics was distributed to parents, staff and students with 100% of these surveys returned.

**Findings and conclusions**

All students surveyed recognized mathematics as being an important subject to learn. Student surveys reported that 100% of students try to do their best and take pride in their learning of mathematics. Students felt that the activities used by their class teachers help support their learning of new concepts in mathematics.

Surveys from parents and families indicate a growth in confidence to support students at home with mathematics. Parents recognize that mathematics is supported by technology in their children’s classrooms. However, parents indicate a desire for more information about their child’s progress in mathematics.

All staff concur that the mathematics syllabus informs their teaching program and that explicit criteria are used for assessing student work in numeracy. Integrating the teaching of numeracy across other Key Learning Areas and providing opportunities for students to use higher order thinking skills in mathematics lessons will be a focus for staff in 2012.
Future directions

The school will continue to provide parents with information in relation to the teaching of mathematics, the meaning of mathematical terminology and ideas for helping to support students at home. The staff will strive to communicate informally on a more regular basis with parents in relation to mathematics concepts being explored in the classroom and the progress of students. The school and staff will continue to provide parents with the opportunity to view and participate in classroom mathematics lessons throughout 2012.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students in Years 1 to 6 were surveyed on their overall school satisfaction. 100% of students agreed that their classrooms were interesting places to learn. Students also recognized that the school, its staff and parents expect them to do their best.

Each of our families was sent a survey to indicate their level of satisfaction with Bribbaree Public School. Of the surveys distributed to families, 100% were returned. All families agree that Bribbaree Public School is an attractive, well-resourced school which welcomes parental involvement and is connected to its community. 100% of families reported that they felt that students were the school’s main concern and that the school maintains a focus on literacy and numeracy. Parents in particular commented on the importance of extended transition programs for students entering Kindergarten and Year 7 and were very positive about the introduction of Drum Corps and the primary choir.

Staff was also provided with the opportunity to express their level of satisfaction in relation to Bribbaree Public School. As a group, staff is striving to provide learning opportunities within a stimulating and secure environment. Staff feel they are able to continually upgrade their skills through teacher professional learning and have access to a range of appropriate and diverse resources to make learning engaging for all students.

Professional learning

We are lucky to have such wonderful, dedicated teachers at Bribbaree Public School. All our teachers are keen to improve their teaching and gain new ideas and strategies to benefit our students. 2011 saw our staff involved in many professional development opportunities to meet specific school and student needs, including:

- Live Life Well at School
- Mathletics Training
- First Aid and CPR Update
- Asthma Training
- Speech, Language and Communication
- ARCO Training
- Understanding Autism and Autistic Spectrum Disorders
- Managing Challenging Behaviours
- Using iPods in the classroom
- Photostory

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

- Improved student achievement in spelling and reading comprehension demonstrating
growth in NAPLAN spelling and reading comprehension.

- Improved student achievement in mathematics demonstrating growth in number and working mathematically.
- Develop teaching and learning programs that incorporate Aboriginal Education and establish relationships with local Aboriginal community.
- Successful implementation of the new Australian Curriculum by 2014.

### 2012 Targets to achieve this outcome include:

- 65% of students achieving school based outcomes in spelling and reading comprehension.

#### Strategies to achieve these targets include:

- Analyse school based data, NAPLAN results and students’ work against syllabus outcomes.
- Use Best Start analysis to inform individual student learning in Kindergarten.
- Regular benchmarking of students K-6 and introduction of “The Get Reading Right” program to support reading, comprehension and spelling.
- Offer a series of workshops to parents to assist with home reading.
- “At risk” students have a Personalised Learning Plan. Students are provided with support to improve their learning outcomes.

### School priority 2

#### Outcome for 2012–2014

- Improved student achievement in mathematics demonstrating growth in number and working mathematically.

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

- 2012 – 60% of students achieving school based outcomes in number and working mathematically.

#### Strategies to achieve these targets include:

- Best Start data from the Early Numeracy continuum is collected and analysed.
- Numeracy teaching and learning is informed by Best Start assessment and information from the early Numeracy continuum.
- NAPLAN and school based student assessment analysis identifies areas for improvement.
- Teaching and learning programs demonstrate aspects of Quality Teaching in the content strands in numeracy.

### 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.

Margaret Mansfield, Principal.

Kate Parry-Ewing, K-2 Teacher.

Mandy Taylor, SAM.

Jenny Newell, P & C President.

#### School contact information

Bribbaree Public School
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Bribbaree
NSW 2594
Ph: 02 6383 2308
Fax: 02 6383 2248
Email: bribbaree-p.school@det.nsw.edu.au
Web: www.bribbaree-p.schools.nsw.edu.au
School Code: 1354

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: