Our school at a glance

Students

Our enrolment at the end of 2008 was 9 comprising of 4 boys and 5 girls. Ninety five point four percent of our students attended school on average each day which was above the state average. There was a similar daily attendance in 2007. In 2008 we had one composite class K-6.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td>Year 1</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td>0</td>
</tr>
<tr>
<td>Year 3</td>
<td>3</td>
</tr>
<tr>
<td>Year 4</td>
<td>1</td>
</tr>
<tr>
<td>Year 5</td>
<td>0</td>
</tr>
<tr>
<td>Year 6</td>
<td>0</td>
</tr>
</tbody>
</table>

Staff

We had one full time teaching Principal- Robert Rutland and 0.210 classroom teachers for RFF/Library/STLA undertaken by Mrs Sally Keatinge. Bongongo Public School is classified as a PP6 school. All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The Arts

The Arts curriculum is a diverse area and aims to promote skills that allow students to perform confidently in all fields.

Visual Arts

Students have many opportunities for self-expression using different mediums. Student art work has been constantly displayed within the school creating a most pleasant and colourful environment.

Drama

In the drama strand, students have continued to develop their confidence and acting skills through presenting plays at the community ‘Mid-Year and End of Year Assemblies’. All areas are showcased where possible at community school assemblies.

Camps and excursions

Educational and sporting excursions are highly valued by the school community. During 2008 our students joined with small schools from the local area and attended Wee Jasper for an overnight camp which focussed on Archaeology, and Thinking Styles.

Early in Term 2 our senior students joined with Talbingo, Cabramurra, Humula, Nangus and Gundagai South students for a week-long excursion to Canberra. Many of the state capital’s attractions were visited where studies were undertaken.

Our Arts at Adjungbilly was again a great success. Artistic and educational activities organised by our school were most engaging.

Day Trips

Day trips are an important aspect of our school program providing motivating learning opportunities and experiences. Day trips last year included:

- Term 4 Learn to Swim program- 6 visits to our local pool and Gundagai Swimming Pool for professional coaching and training by a school parent
- Small Schools’ Swimming Carnival- Gundagai
- Small Schools’ Athletics Carnival-Gundagai
- District Athletics Carnival-Gundagai
- Regional Cross Country Carnival-Wagga
- Life Education –Gundagai

Events Hosted at Our School

- Our bi-annual Arts at Adjungbilly
- District Cross Country Carnival
- Clean-up Australia Day
- Athletics coaching - Maurice Todd
- Gymnastics coaching – Bronwyn Hartshorn
- Marsupial Night Stalk
Student achievement in 2008

Literacy – NAPLAN Year 3
All students who sat the Year 3 NAPLAN in Literacy met the Reading and Writing National benchmarks. Results indicate students have a sound grasp of Reading and Spelling concepts. Writing is seen as an area for improvement from the 2008 NAPLAN Assessment.

Although our school continues to perform at or above National average in NAPLAN we will seek to continue to improve the implementation of our curriculum and ensure there are effective teaching and learning activities, targeting the appropriate level of learners. Constant reviewing of the learning processes will help continue the strong growth of literacy skills, with a continued focus on literacy in technology.

Numeracy – NAPLAN Year 3
All students who sat the Year 3 NAPLAN in Numeracy met the Numeracy National benchmarks. Results indicate students have a good understanding of Measurement and Space. Areas to improve include Number Patterns and Algebra.

Numeracy will continue to be a prime focus in 2009. Continual assessment and evaluation of numeracy at the school, along with additional resources and educational programs, with a goal to lift the results over the next two years, will be invested in numeracy at the school.

Literacy – NAPLAN Year 5
No Student sat the Literacy Naplan in Year 5 for 2008

Numeracy – NAPLAN Year 5
No Student sat the Numeracy in Year 5 for 2008

Messages

Principal's message
Bongongo staff, students and community work collaboratively to create a safe, happy learning environment where quality education enables all students to confidently achieve greater heights socially, physically and academically.

Emphasis is placed on developing and extending student skills in literacy, numeracy, creativity and promoting physical fitness and healthy lifestyle choices. Technological enhanced learning is a feature and coordinated to reinforce and extend the students knowledge, understandings and skills. Strong emphasis is placed on the NAPLAN of literacy and numeracy while technology skills are taught and developed to assist our children to succeed in the modern world.

Our school maintains a strong partnership with a small P&C and our School Council and it also receives tremendous support from the wider community. Everyone involved with the school is committed to providing positive educational opportunities for all students. To minimise isolation the school regularly joins with students from surrounding schools to engage in a range of social, sporting and curriculum events.

Our school aims to provide all school members with the best possible opportunities
to achieve their personal and educational goals. Planned experiences are provided to extend learning beyond the local environment, to broaden the student population’s outlook and develop a tolerance of others.

The school community recognises the achievement and success of the school as well as acknowledging that there are areas for improvement as we set our targets for 2009.

The school aims to provide all school members with the best possible opportunities to achieve their personal and educational goals. Planned experiences are provided to extend learning beyond the local environment, to broaden the student population’s outlook and develop a tolerance of others.

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.

Robert Rutland (B.Ed) Principal

P&C message

What a wonderful year our P&C have had again. Our P&C consists of eight hardworking families, who throughout the year, have committed their time to fundraising to assist our younger generation. This generation is who we are working for, by giving them every opportunity to attend excursions, participating in social activities with other schools and they receive updated learning equipment. These things are made possible by our ongoing fundraising efforts. Our P&C know that by helping financially and socially, our children and school have benefited.

Fundraising activities for 2008 consist of:

- Cross Country $350.00
- Tumut Street Stall $310.00
- Rock ‘n’ Roll night $900.00
- Clearance sale $600.00
- Bull Sale $1000.00
- Christmas Raffle $300.00

From the above fundraising we have been able to assist with:

- Class readers updated $500.00
- Purchase pump for the tank $400.00

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.

Kaylene Corby
Bongongo School P&C Secretary

Student representative's message

This year the students of Bongongo Public School have been raising money for recognised charities through Mufti Days. Fundraising for Loud Shirt Day and the RSPCA,

Maddie Freebody, Ryan Corby Molly Kingwill and Patrick Kingwill SRC

Fish Philosophy in action at our school
School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.4</td>
<td>97.7</td>
<td>95.5</td>
<td>95.4</td>
</tr>
<tr>
<td>Region</td>
<td>93.5</td>
<td>93.5</td>
<td>93.9</td>
<td>93.4</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>K-6</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>k</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

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

One teacher was employed in a Temporary position to implement the library program and fulfill teaching responsibilities for Principal Release and Release from Face-to-Face teaching duties and additional casual employment depending on school needs and educational programs. Additional staff included the School Administration Manager - 6 days per fortnight, who maintained the office procedures and financial records, Teacher’s Aide- special position 2 days a week as two people in school.

The General Assistant, a shared position - 15 hours per fortnight, who provided many valuable hours to the care and upkeep of our school and the cleaning staff who ensured the school was clean and tidy.

The School Counsellor was available once a term or if significant needs arose.

Staff establishment
The school had one full time teaching principal and teaching support of 0.210

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistant Librarian</td>
<td>0.210</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1.210</td>
</tr>
</tbody>
</table>

Staff retention
There has been 100% staff retention throughout 2008.

Staff attendance
Staff have access to leave entitlements such as sick leave.

Note: Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

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></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100</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>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>105 128.75</td>
</tr>
<tr>
<td>Global funds</td>
<td>37 005.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>18 268.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10 704.90</td>
</tr>
<tr>
<td>Interest</td>
<td>4 876.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>775.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>176 759.92</td>
</tr>
</tbody>
</table>

| **Expenditure**            | $          |
| Teaching & learning        |            |
| Key learning areas         | 4 695.75   |
| Excursions                 | 1 646.62   |
| Extracurricular dissections| 8 497.17   |
| Library                    | 2 242.33   |
| Training & development     | 1 214.94   |
| Tied funds                 | 70 910.47  |
| Casual relief teachers     | 616.71     |
| Administration & office    | 15 283.09  |
| School-operated canteen    | 0.00       |
| Utilities                  | 5 334.09   |
| Maintenance                | 1 360.93   |
| Trust accounts             | 2 618.39   |
| Capital programs           | 8 189.75   |
| **Total expenditure**      | 122 610.24 |
| **Balance carried forward**| 54 149.68  |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

Students enjoying their own cooking they cooked for a national food day

School performance 2008

The school prides itself on the opportunities it provides for all students to engage in sporting, academic and community events.

Throughout the year, students have attended inter-school camps committed to providing quality educational experiences involving creative and performing arts, sport, science, environmental education, creative writing and public speaking.

Students view their involvement in these programs favourably and are proud of their following achievements.

Achievements

Arts

Bongongo Public School is committed to providing opportunities for students to develop their skills and knowledge in visual arts, music, drama and dance.

During 2008 students were involved in:

- A range of creative art activities during the Wee Jasper Adventure Camp, including dance and art
- Entering artworks in the Tumut Art Show with a number of students receiving achievement awards
- Pottery, painting and creative writing during the Talbingo School camp
- Performing for the local community
- Entering artworks in the Gundagai Agricultural Show with a number of students receiving achievement awards
- Entries in Special Forever
- Dorothea Mackellar poetry competition
Bongongo Public School is a member of a small schools network that encompasses the surrounding schools. This school network provides opportunities for students to participate and compete in sporting events.

In 2008 students participated in the following sporting events:

- Intensive swimming lessons, swimming for sport and Small Schools Swimming Carnival
- Small Schools’ Athletics Carnival-Gundagai
- Regional Cross Country Carnival-Wagga

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)
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 numeracy

Numeracy – NAPLAN Year 5
No Student sat the Literacy Naplan in Year 5 for 2008

Literacy – NAPLAN Year 5
No Student sat the Literacy Naplan in Year 5 for 2008

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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

No Student sat the Literacy Naplan in Year 5 for 2008

Significant programs and initiatives
Country Areas Program

The Country Areas Program (CAP) provides quality learning and teaching for students, quality improvement for teaching staff and quality technology in teaching and learning in the following areas:

- Creative Arts development program – through Arts at Adjungbilly Development Camp
- Wee Jasper Adventure Camp
- Talbingo Energy Initiative Camp and Opening of the Talbingo Energy Park
- Miles Franklin Writers Camp at Talbingo
- Utilising the Fish Philosophy in the classroom to enhance better student engagement

Aboriginal education
During interschool visits opportunities were developed to expose students to a variety of Aboriginal culture that included music, dance and food. Planning is underway for further inter school activities in 2009 to develop student understanding and appreciation of Aboriginal culture.

Multicultural education
There are no students from Non-English Speaking Backgrounds (NESB) enrolled at Bongongo Public School. However, the cultural diversity of our nation continues to be recognised and celebrated in the school across various KLA’s

Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events.

Respect and responsibility

Students were explicitly taught respect and responsibility as part of our Values Education Program. Students identified areas where they were currently displaying respect and responsibility as well as brainstorming ideas to further develop opportunities to display respect and responsibility in the community.

Students, staff and parents constantly seek opportunities for students to display respect and responsibility as part of the school’s student and staff leadership program.

Progress on 2008 targets

Target 1- Literacy: Improvement in students’ deep understanding, deep knowledge and higher order thinking in reading and writing

All students’ results were placed in the top 3 bands, with a number of Band 3’s and 6’s being achieved in the individual Literacy areas of Writing, Language and Reading. The school performed strongly in Reading and it is a strength of the school’s learning programs.

The school will seek to continue to improve the implementation of our curriculum and ensure there are effective teaching and learning activities, targeting the appropriate level of learners. By constantly reviewing the teaching and learning processes it will help to continue the strong growth of literacy skills, with a continued focus on literacy in technology.
Target 2 – Numeracy

Improvement in students’ deep understanding and capacity to apply mathematical knowledge to a range of problem solving activities.

There were mixed results in the NAPLAN in 2008 for the students of Bongongo Public School. Overall, the school fell above the state average, There were individual strengths shown in Number, (a Band 4 being achieved).

Numeracy will continue to be a prime focus in 2009. Continual assessment and evaluation of numeracy at the school, along with additional resourcing and educational programs, with a goal to lift the results over the next two years, will be invested in numeracy at the school.

Target 3 – Student Leadership

Development of student leadership capacity and skills to positively lead their fellow students and the community.

• Student leadership was very successful in 2008 by focussing on new leadership programs, for example the “Fish Philosophy”. Our leadership program will continue into 2009 supported by Country Areas Program Initiative, “Leaders of the Future”.

Target 4 – Public Speaking and Debating

Improvement in students’ competence and understanding in public speaking and debating

• We have completed our public speaking program for 2008, but the improvements in public speaking in 2008 will be utilised and continued into 2009.

Evaluations

Our achievements include:

Achieving above the national literacy bands in the NAPLAN Assessment

Achieving above the national numeracy minimum standard in the NAPLAN Assessment

Student Leadership is an ongoing development throughout the school. In 2008 it has been noted that the year 4 and 5 students maintained very high levels of leadership within the 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 2008 our school carried out evaluations of Literacy and Numeracy.

Educational and management practice

Background

Our school chose to evaluate both staff and student leadership of the school. They were major targets of planning for 2008 and several positive initiatives were implemented to improve staff and student leadership skills. Regular communication of school events, planning and achievements was made through the school newsletter, P&C meetings and informal discussions at the school.

Future directions

Staff collaboratively planned and developed professional learning plans with the Principal. Goals were set and supported through training and development funding. This resulted in improved staff skills, self esteem and willingness to undertake leadership roles within the school.

The Student Leadership program is well supported by students, staff and the community. Students have a high profile in school and community events. This has resulted in improved student self esteem, connections with other students throughout NSW and an ongoing expectation of students taking a leadership role at Bongongo Public School.

Our achievements include:

Achieving above the national literacy bands in the NAPLAN Assessment
Tom Lucas being presented with his award winning piece of art by Mrs Keatinge

Curriculum

- Creative and Performing Arts

Background

Students in Kindergarten to Year 5 were interviewed informally and asked their thoughts on what they enjoyed and found interesting in improved Technology access and allowing students to communicate regularly with other DET students locally and beyond. The staff was asked to express their thoughts on the present procedures in technology and how they could be developed further to enhance the schools learning areas.

Findings and conclusions

- Students, staff and parents felt that Technology was important and a worthwhile key learning area
- Students and staff were able to identify the various facets of technology that can be made to fit into various parts of the curriculum
- Technology integrated into all teaching and learning programs

Parent’s supported and encouraged further opportunities for students to develop Technology skills with other schools

Future directions

Continuation of specific timetabled slots for Virtual excursions extend opportunities for student learning
- Within the weekly timetable
- Continued interschool collaboration of technology programs
- Encouraged and sustained involvement of parents in technology learning and workshops

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.
- Staff felt valued and well supported in leadership opportunities
- Parents, students and staff supported and had a high expectation of student leadership opportunities to raise the profile of Bongongo Public School
- Staff, students and parents appreciated the diverse aspects of the curriculum being presented at our school

Professional learning

The Principal participated in mandatory OH&S training, new DET A-E Assessment and Reporting Training, Teaching Aboriginal History in HSIE, mandatory training in Suspension Training and CAP Annual Conferences.

School development 2009 – 2011

Targets for 2009

1. Improved Spelling and Writing outcomes for all students
2. Improved Numeracy outcomes for all students
3. Improved Technology outcomes for all students
Target 1

Improved Spelling and Writing outcomes for all students

Strategies to achieve this target include:

1. Analyse NAP Reading results and students’ work against syllabus outcomes
2. Use Best Start analysis to inform individual student learning needs in Kindergarten
3. Develop Reading Action Plan
   - Focus on Connecting Ideas identified from NAPLAN 08
   - Purchase Reading Resources – Bug Box Spelling and Reading Scheme
5. Analyse NAP Reading results and students’ work against syllabus outcomes
6. Staff development in Consistent Teacher Judgement with small school network
7. Review Reading Action Plan
   - Focus on inferring ideas identified from NAPLAN 08
   - Use Best Start analysis to inform individual student learning needs in Kindergarten
8. Use samples from Assessment Resource Centre to assist with CTJ implementation
9. Develop Reading rubrics with staff and students based on syllabus outcomes and CTJ
10. Analyse NAP Reading results and students’ work against syllabus outcomes
11. Review Reading Action Plan
    - Focus on inferring ideas identified from NAPLAN 09
    - Use Best Start analysis to inform individual student learning needs in Kindergarten

Target 2

Improved Numeracy outcomes for all students

1. Analyse NAP Reading results and students’ work against syllabus outcomes
2. Use Best Start analysis to inform individual student learning needs in Kindergarten
3. Professional Learning for all staff in CMIT and Counting On to ensure the quality of implementation and assessment with DET Consultant
4. Targeted support for individual learning needs determined by analysing of 2008 NAPLAN numeracy and school based data
5. Numeracy Action plan for explicit teaching of Algebra & Patterns, Fractions & Decimals to students
6. Analyse NAPLAN 2009 Numeracy results and students’ work against syllabus outcomes
7. Use Best Start analysis to inform individual student learning needs in Kindergarten
8. Targeted support for individual learning needs determined by analysing of 2009 NAPLAN numeracy and school based data
9. Numeracy Action plan for explicit teaching of Division, Chance & Data & evaluate 2009 plan
10. Use the QT framework to ensure Intellectual Quality is evident in all lessons
11. Analyse NAPLAN 2010 Numeracy results and students’ work against syllabus outcomes
12. Use Best Start analysis to inform individual student learning needs in Kindergarten
13. Targeted support for individual learning needs determined by analysing of 2010 NAPLAN numeracy and school based data
14. Numeracy Action plan for explicit teaching of Measurement to students & evaluate 2010 plan

15. Use the QT framework to ensure Intellectual Quality is evident in all lessons

3. Improved Technology outcomes for all students

Work with staff to ensure consistency in teacher judgement of work samples to measure achievement
Professional Development for all staff in the use of teaching and learning technology and software — e.g. using Video Conferencing and Brigit software
Professional Development for all staff in the explicit teaching of visual literacy and Video Conferencing navigation in conjunction with the Mountain Schools Network
Develop technology plan in collaboration with the Mountain Small Schools network
Embed email buddy and video conferencing activities in teaching/learning programs with staff

Evaluate email buddy and video conferencing project with students, staff and parents of participating schools
Evaluate video conferencing project with students, staff and parents of participating schools
Evaluate and improve Technology action plan

Ongoing Professional development for staff in use of teaching and learning technology and software

Our success will be measured by:
1.1 100% of students achieve stage based outcomes in NAPLAN Spelling and Writing
1.2 90% of students achieve or exceed National Benchmarks in NAPLAN Spelling and Writing
1.3 15% of students achieving results in the highest band of NAPLAN Spelling and Writing

2.1 100% of students achieve stage based outcomes in NAPLAN Numeracy
2.2 90% of students achieve or exceed National Benchmarks in NAPLAN Numeracy
2.3 15% of students achieving results in the highest band of NAPLAN Numeracy

3.1 Technology integrated into all teaching and learning programs
3.2 Students communicating regularly with other DET students locally and beyond
3.3 Virtual excursions extend opportunities for student learning

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.

Robert Rutland  Principal
Anne Ryan  SAM
Sally Keatinge  RFF Teacher
Elaine Woulfe  Computer Co-ordinator

School contact information
Bongongo Public School
Adjungbilly Road
Adjungbilly via Coolac 2727
Ph: 0269 466 261
Fax: 0269466 270
Email: Bongongo-p.school@det.nsw.edu.au
School Code: 1293

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: