Bobs Farm Public School
Annual School Report

2012
Our school at a glance

Students

Our student enrolment at the end of 2012 was 32 students in two classes.

Staff

Our school has two permanent teaching positions. We have one teaching principal position and one assistant teacher. We have several part time teacher positions in which the school employs specialist teachers.

Our teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school ran a number of programs to give our students extra educational support throughout 2012.

These were:

- Active After School Community Program
- Good for kids, Good for Life Program
- Premiers Sporting Challenge
- Premiers Spelling Challenge
- PSSA Sporting Opportunities
- Colgate- Bright Smiles, Bright Future
- School Environmental Program
- Community Radio public Speaking
- You Tube and face book promotion
- Special Swimming Scheme
- Language, Literacy and Learning program K-2
- Best Start Assessment and Programming
- Author Challenge initiative
- Happy Hands Personal Development initiative
- Tomaree Music Festival
- Guitar lessons
- Live Life Well @ School

Student achievement in 2012

Literacy: NAPLAN Year 3

In 2012 six students in Year 3 sat the NAPLAN test in Literacy.

In Reading students placed in Bands 2 to 6 with 50% of students placing in Bands 5 and 6.

In Writing students placed in Bands 3, 4 and 5 with 50% of students placing in Band 5.

In Spelling, students placed in Bands 2 to 6 with 50% of students placing in Band 6.

In Grammar and Punctuation, students placed in Bands 2 to 6 with 50% of students placing in Bands 5 and 6.

Literacy: NAPLAN Year 5

In 2012 two students in Year 5 sat the NAPLAN test in Literacy.

In Reading, students placed in Bands 5 and 6.

In Writing, students placed in Bands 5 and 6.

In Spelling, students placed in Band 7.

In Grammar and Punctuation, students placed in Bands 7 and 8.

Due to the small cohort no further comments can be made due to privacy reasons.

Numeracy : NAPLAN Year 3

In 2012 six students in Year 3 sat the NAPLAN test in Numeracy.

In Numeracy, students placed in Bands 2 to 5 with 50% of students placed in Bands 4 and 5.
In Data, Measurement, Space and Geometry, students placed in Bands 2 to 5, with 50% of students placed in Bands 4 and 5.

In Number, Patterns and Algebra, students placed in Bands 2 to 5, with 50% of students placing in Band 5.

**Numeracy: NAPLAN Year 5**

In 2012 two students in Year 5 sat the NAPLAN test in Numeracy.

In Numeracy, students placed in Band 6.

In Data, Measurement, Space and Geometry, students placed in Band 7.

In Number, Patterns and Algebra, students placed in Bands 5 and 6.

Due to the small cohort no further comments can be made due to privacy reasons.

**Messages**

**Principal’s message**

2012 was another rewarding and exciting year. Our school reflected and embraced the need to promote 21st century learning with new programs and new technology embraced by staff and students.

Teaching and learning is the core business of Bobs Farm Public School. Our School is committed to ensuring students develop to their full potential in a caring, safe and uniquely dynamic and engaging environment where everyone feels included.

Our school is characterized by high levels of academic achievement while catering for all students needs. We actively encourage students to be involved in quality programs in performing and visual arts, environmental and health programs, innovative technology programs as well as sport and gifted and talented education.

We continued the Good for Kids, Good for Life Program; it focuses on increasing the levels of physical activity children are engaged in, and improving children’s intake of healthy food. We also continued “Kids Healthy Canteen” days; class cooking programs, information sheets and recipe ideas for parents included in weekly newsletters; daily fitness lessons; participation in Active After School Sport as well as the Premiers Sporting Challenge and Premiers Spelling Challenge; and Solo Waste recycling and environmental programs. There are many more innovative programs we run which you can read about in this report.

Our School values the support of our parent body through volunteering in and about the school and fundraising. Our P&C worked tirelessly this year to co-ordinate many school activities including Uniform orders, canteen, transport for excursions, and our very successful bush dance night.

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.

**Megan Elliott B.A., Dip Teach. M.Ed.Stud.**

**P & C and/or School Council message**

We had the joy of honouring Michelle McLachlan for serving as Secretary since 2008. Michelle and Scott were fabulous supporters of our school. Michelle volunteered for virtually everything. Over the years she was involved in Fetes, Camps, Maintenance, Cleaning, Painting, BBQ’s, Fundraising, Managing Canteen, Uniforms, Volunteer Reading, Transport and Excursions. She was always happy and cheerful in her service. They will be greatly missed.

Our car park was sealed this year doing away with the Staff Car Park mud puddle. The Rotary Club of Salamander Bay donated books for the School Library. Martin McKay volunteered to teach soccer for after school sport and also facilitated science lessons. Heather volunteered to manage the Canteen following Heidi Brown having volunteered for the year. Amanda continued to coordinate the school uniforms. A number of parents volunteered to assist with reading for with the children.

Parents were grateful for our teachers continued commitment and creativity in the classroom and
extracurricular activities. All the support staff continued to contribute to the sense of community through their obvious care for the wellbeing of our school.

In 2013 our first project will focus on re-painting the murals on the concrete. We also look forward to raising funds and equipping the school with required items. We invite our teachers and support staff to submit their “wish lists!”

Bill Brill P&C President

Student representative’s message

We loved being leaders at Bobs Farm Public School. We helped our teachers organize excursions, we ran weekly assemblies, helped fundraise and generally helped every day at school. We attended a fabulous leadership day in Sydney with Mrs Elliott and our parents. We even got to stay overnight!

Hannah Downes

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>16</td>
<td>21</td>
<td>27</td>
<td>20</td>
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<tr>
<td>Female</td>
<td>12</td>
<td>20</td>
<td>13</td>
<td>16</td>
<td>12</td>
<td>9</td>
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Student attendance profile

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<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>91.8</td>
<td>91.5</td>
<td>94.6</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.2</td>
<td>87.8</td>
<td>95.4</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>97.5</td>
<td>90.1</td>
<td>92.4</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.9</td>
<td>94.4</td>
<td>93.1</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.3</td>
<td>95.4</td>
<td>96.7</td>
<td>92.1</td>
<td></td>
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<td>5</td>
<td>95.5</td>
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<tr>
<td>6</td>
<td>92.3</td>
<td>94.7</td>
<td>90.9</td>
<td>88.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>94.3</td>
<td>91.9</td>
<td>93.2</td>
<td>93.8</td>
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Management of non-attendance

Students seeking extended leave during School terms are required to apply for a certificate of Exemption. Non attendance is monitored and standard Department Of education and Community letters are sent to families when further information is required. The Home School Liaison Officer is contacted for further intervention or review in appropriate situations

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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian/ RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Part time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.6</td>
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<tr>
<td>Total</td>
<td>3.136</td>
</tr>
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</table>

Bobs Farm Public School has two small multi-grade classes K-2 and Year 3-6.

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

Our school has two permanent teacher positions and we have several specialist teachers in technology/science, reading support and art/library. The teaching staff is supported by a three day per week Senior Administrative staff Manager and a one day per week General assistant. We have no indigenous staff.

Staff retention

We have had the same staff here for 5 years.

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>
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<tr>
<td>Postgraduate</td>
<td>50</td>
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</tbody>
</table>

The Principal has a Masters Degree in Educational Administration.
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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$82,311.72</td>
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<tr>
<td>Global funds</td>
<td>47,874.31</td>
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<tr>
<td>Tied funds</td>
<td>22,177.30</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>3,303.60</td>
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<td>Trust receipts</td>
<td>1,010.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>164,970.95</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>11,924.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>1,787.69</td>
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<tr>
<td>Extracurricular dissections</td>
<td>6,054.20</td>
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<tr>
<td>Library</td>
<td>995.14</td>
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<tr>
<td>Training &amp; development</td>
<td>5,408.44</td>
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<tr>
<td>Tied funds</td>
<td>20,257.15</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>4,602.45</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>88,403.34</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>76,567.61</td>
</tr>
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</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts

Our small school provides a broad range of artistic pursuits including visual arts with our highly qualified art/library teacher Miss Merilees. All students finish the end of the year with a high quality art portfolio. Micah and Fynn had their art work hung in the Maitland Regional Gallery Face Exhibition in September. Book week dress up continues to be a winner at our school.

All our students had the opportunity to be interviewed on Radio 100.9 as part of the Real Futures program. All students practiced their interviewing skills and our students performed extremely well in promoting our school live on radio. We had several other small schools visit when we organised our Olympic day and and Antarctic day. We visited Medowie Christian School for their Beauty and the Beast production and our primary students had the opportunity to perform on stage in the very successful Tomaree Music Festival to a huge audience. Students continued with guitar lessons with our professional musician Mark all year.

![Myles, Ben and Hayden performing at our Music Festival](image)

We again entered the Great School Show off promotional video competition resulting in another wonderful uploaded video of Bobs Farm Public School on You tube and our school website. We also compiled a very interactive promotional Facebook page in 2012.

Our school performed a very well received Christmas performance at the end of the year for parents and visitors.

Sport

Bobs Farm Public School participated in the Premiers Sporting Challenge again and received a gold medal achievement due to our continued focus on physical fitness and healthy lifestyles. Our school continued with the Active After-School Communities Program (AASCP) which has resulted in many additional and free sport programs being run for the students. AASCP has seen cricket, tennis, swimming, surf lessons, Tae Kwan Do, yoga, bushwalking, hockey and dance offered to our participating students. The school receives funding to purchase new sporting equipment during the year, which was also assisted by the Coles/ Woolworths promotions.
our community supported. Our school cricket nets are regularly used by students and others. Students were taken fishing as part of the Get Hooked It’s Fun to Fish program. Regular media releases gained also assist in the promotion of our small school in the wider community. 2012 saw a mini Olympics day held with a Tri Skills visit at our school. Parent lunch time helpers and student sport rosters assisted with friendly playground games. Our school continues with the Live Life Well @ School program which promotes healthy eating habits including Crunch and Sip and Get Active. This program has also provided subsidised funding for our K-6 swimming scheme transport and incentive prizes for our students during the year.

We attended the Newcastle small school’s athletics carnival this year instead of the Maitland carnival and won the Athletics division. Many students competed in local sporting clubs on the weekend such as athletics, gymnastics, nippers, swimming training, football, cricket, AFL and rugby league. Each year more students are taking up local sporting interests due in part to the promotion of regular physical fitness activities at our school.

We organised a successful fundraising event for the school with Jump Rope for Heart in term 2 and a bush dance with Ironbark for the community in October.

Other

Our school continued entering student writing and art work in the national Jetsetter publication which resulted in quality pieces of work being produced and student recognition.

Our school continued to rejuvenate our gardens with natives, bush tucker plants and frogscapes all with the help of students and parents and a special day with the Green Schools Connect program. Our old demountable classroom was removed freeing up the area to extend our shady garden areas. We successfully applied for tree levy grants from the local Council and the Teachers Federation which will be used in 2013. Our staff carpark was bitumen using maintenance funding. We successful applied for $50,000 Solar grant which was installed in term 1.

We continue to have visiting peacocks as mascots at our school. Along with our vegetable gardens, we have regular cooking lessons K-6 as part of our clubs and class program. Our small school arranged many school visitors to support our teaching and learning programs. These included; Hunter Life Education visit, Solo Waste speakers, Eat it to Beat it, RAAF Rep Footballers, Get Hooked Fishing Program officers, Responsible Pet ownership talk, Paralympians, sport coaches and parents. Mr McKay regularly took students for sport in term 2 and utilised his science based engineering skills to deliver interesting, hands on science experiences for our students.

Excursions organised to support our students learning included; National Clean up Day and National Tree Day activities, CampElim at Forster, Shark and Ray Centre, Planet savers day, enrichment days at our local high school, Imagine dolphin cruise and Christmas picnic. Our school is always actively involved with its community.

Our school participated in the University Internship Program in 2012 resulting in several highly skilled trainee teachers completing their practicum at Bobs Farm Public School. Our school entered the Premiers Spelling bee again this year as well as students sitting ICAS tests in Maths and English.

Author/reading challenges and prizes were promoted all year which proved to be very
successful in encouraging all students to read often and regularly, resulting in higher literacy outcomes for students.

**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.

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)

Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject.

**Reading – NAPLAN Year 3**

In 2012 six students in Year 3 sat the NAPLAN test in Literacy.

In Reading students placed in Bands 2 to 6 with 50% of students placing in Bands 5 and 6. In Writing students placed in Bands 5 and 6. In Spelling, students placed in Bands 5 and 6. In Grammar and Punctuation, students placed in Bands 7 and 8.

Due to the small cohort of students it is unrealistic to make any further comments.

**Numeracy – NAPLAN Year 3**


Due to the small cohort of students it is unrealistic to make any further comments.

**Progress in reading**- Comments unavailable

**Progress in numeracy**- Comments unavailable

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Bobs Farm Public School had one student who identified as Aboriginal in 2012.

Studies of Aboriginal culture are included in perspectives within the strands of Human Society and Its Environment. This was covered in several of our K-6 units. Hunter Indigenous plants were donated for our bush tucker gardens.

**Multicultural education**
Our studies from Human Society and its Environment help students to develop an understanding of cultural diversity and tolerance of people from diverse backgrounds. Our Cultural study of Bali involved learning about how people co-operate and work together for the benefit of others. We hosted visiting Japanese students in April and learnt Japanese language with one of our student interns. We organised cook and eat sessions and a multicultural lunch. Our school is registered with DET Cultural Exchange program.

Other programs

Students are taught respect and responsibility through specific programs such as Student Welfare and Leadership training, after school sport programs, Fundraisers for charities supported by our school included the Heart Foundation with our Jump Rope raising over $1300, Dress Down Drug Free and Cancer Foundation.

Progress on 2012 targets

Target 1- Literacy

Improved literacy outcomes for all students in line with state and regional targets.

Our achievements include:

- Increased reading levels of most Kinder students to level 9 by the end of their first school year. Some Kinder students exceeded expectations and achieved level 16 by the end of the year.
- Continued to improve writing techniques for all students K-6 across the curriculum. Primary students submitted quality writing samples for publication in Jetsetter.
- Students placed in bands 3, 4 and 5 in NAPLAN in Year 3 Writing test, with 50% in band 5.

Target 2- Numeracy

Improved numeracy outcomes for all students in line with state and regional targets.

Our achievements include:

- Improved numeracy outcomes for all students through quality teaching, integration of ICT and home based numeracy activities to reach above minimum standards.
- Students placed in Bands 2 to 5 with 50% of students placed in Bands 4 and 5.

Target 3- Technology

Improved student technology skills and capabilities.

Our achievements include:
- Improved use of technology in achieving quality outcomes across Key learning Areas and administration. This included staff attending ICT courses, the purchasing and use of ipads in the classroom, Video conferencing, webinars, Edmodo, School Facebook page and promotional video productions.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of technology and school life.

Technology

Background

Bobs Farm Public School has a focus on technology and is well resourced for a small school. Ten senior students were surveyed.

Findings and conclusions

The survey results indicated

- Eight out of ten students have a computer with internet access at home
- Eight out of ten students use the computer for homework
- All students have ready access to a computer and the internet at school
- All students use the computer for most subject areas
- All senior students rate their computer skills as above average
- All primary students are enthusiastically using the class blog Edmodo
- All primary students are using the class set of ipads
- All students follow the school internet agreement.

Future directions

Students make good use of the technology available at our school. Our P&C will assist in the cost of purchasing ipads and educational Apps to assist in learning outcomes. We will continue to access new and innovative technology programs.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

The majority of primary students listed agree or mostly agree with my school is:

- a place where I really like to go each day, my teacher is fair to me, I learn to get along with others, I am a success as a student, I know how to cope with the work, I feel happy, the things I learn are important to me, I am good at school work, my teachers take an interest with me in my school work, I get excited about the work I do, the work we do is interesting, other students are friendly, we have a great school, my parents think highly of my teachers and my parents think highly of my school.

- No students feel lonely, restless, worried or unhappy at our school according to our survey.

Professional learning

Professional learning occurred throughout the year in a variety of ways. Staff engaged in opportunities that related to school targets,
special school focus areas, annual compliance training requirements and personal learning goals. Professional learning was delivered through outside providers, time provided for staff to have meetings at other schools, time provided for staff to work together on school initiatives, attendance at a Principal’s conference, Learning Support meetings and courses and school development days. Staff were also involved in CPR, Emergency Care and AASCP updates, Ausswim reaccreditation, curriculum meetings, Language, Learning and Literacy meetings, a gifted and talented course, ICT and math’s course, Federation course and Local Area Management meetings.

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.

Student artworks

School priority 1
Outcome for 2012–2014

Improved literacy outcomes for all students in line with state and regional targets.  
2013 Targets to achieve this outcome include:

• Increase number of kindergarten students reaching cluster 4 on the Literacy Continuum by end of year.
• Each child makes 1 grade’s progression on the Literacy Continuum (i.e. 2 clusters for year 1 and 2; and 1 cluster for years 3-6) by the end of the year.

• Increased quality of teaching in all classrooms with the majority of teaching lessons reflecting the use of the quality teaching framework to improve programs and pedagogy (matrix D3) from 75% in 2012 to 100% in 2013

• Raise NAPLAN reading growth to above state average, between years 3 and year 5 for tracked students.

Strategies to achieve these targets include:

• L3 program followed in K-2
• Early Learning Plans for groups and individuals as needed
• Individual Learning Plans for students at risk
• Explicit teaching of writing styles, Smart analysis and teaching strategies
• Spellodrome programs followed
• Public Speaking program continued
• 7 Steps/ Middle years Literacy program implemented
• Familiarisation and planning for the national curriculum.

School priority 2
Outcome for 2012–2014

Improved numeracy outcomes for all students in line with state and regional targets.

2013 Targets to achieve this outcome include:

• K-3 students progress through Numeracy Continuum by at least 3 clusters each
• Completed Mathletics on line program by 80% students by the end of the year
• Progress targeted students through 3 clusters on numeracy continuum

Strategies to achieve these targets include:

• Staff participate in online Count Me In Too program training.
• Count Me In Too (CMIT) strategies implemented in classrooms
• Mathletics program followed in all classrooms and encouraged for homework
• Community engagement through Parent/teacher meetings on classroom practices
• Math’s at home games used for homework

School priority 3
Outcome for 2012–2014
Improved technology skills and capabilities across key learning areas and administration.
2013 Targets to achieve this outcome include:
• Increase curriculum technology integration from band 3 to band 4 (Matrix ICT) in 2013
• Increase pedagogical practice from band 3 to band 4 (Matrix ICT) in 2013
• Increase teacher professional development from band 3 to band 4 (Matrix ICT) in 2013

Strategies to achieve these targets include:
• Learning environment becomes oriented around group learning with teacher facilitating
• Teachers empower students to identify and select topics as a focus for collaborative learning tasks
• Professional learning in technology for teaching staff to efficiently implement new technology programs in the school setting
• Successful eT4L migration of information to new system

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.

Megan Elliott Principal
Laura Allen Assistant teacher
C Moore School Administrative Officer
Bill Brill P&C President

School contact information
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Bobs Farm
Ph: 02 49821179
Fax: 02 49821982
Email: bobsfarm-p.schools@det.nsw.edu.au
Web: www.bobsfarm-p.schools.nsw.edu.au
School Code: 1271
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:

A special cake made by Suzanne McKay for our P&C meeting.