Bonshaw Public School
Annual School Report 2014
School context statement
Bonshaw Public school is a small rural school located in the village of Bonshaw situated on the New South Wales and Queensland border.

Mission Statement:
To create a stimulating, safe, supportive and disciplined learning environment, in which students actively engage in learning that will provide them with an education to prepare them to be well rounded and informed global citizens.

Principal’s Message
Bonshaw Public School is a small but very well resourced school. The staff are all dedicated to delivering a well-rounded quality education to its students as well as giving them the opportunity and encouragement to achieve to their fullest potential.

Both the staff and students take great pride in our school and maintain high standards in learning, sports, attendance, behavior and overall presentation.

The school is well resourced occupying four buildings including;
- a main classroom, learning center, staff area and Principal’s office / meeting room
- office, Library, foyer, sports storage
- demountable classroom used for assemblies, music lessons and the mobile preschool
- General Assistant’s shed and garden shed that house equipment used for the maintenance of the student gardens

The main classroom and Library are both equipped with video conference units which allow our students the opportunity to connect to wider facilities and experiences without the inconvenience of travel.

Students are provided with three undercover areas used for play as well as a sand pit, cubby house and gnome garden. Students also have access to the multitude of sporting equipment to use at break times.

The students and staff of Bonshaw Public School receive strong support from the P&C as well as Bonshaw CWA and Masonic Lodge of Texas. Early in 2014 a harmonious family orientated environment was established where students flourished and parents were encouraged to be part of the school.

Students have a sense of ownership over their learning outcomes, which promotes engagement in the learning environment. Students take responsibility to actively participate in the stimulating learning environment with a yearning to learn. In this context, highly effective partnerships between students and teachers can be formed, with the support of parents.

Staff members at Bonshaw Public School are committed to enhancing the academic, sporting and cultural outcomes for each student. Our motto - Challenging Borders – Respect, Participate, Challenge - speaks of this dedication to assist students to develop their knowledge and understanding, making constant progress at their own level. Students are expected to display respect towards all staff, students, parents and visitors as well as equipment and resources. They are strongly encouraged to participate in all learning and sporting activities. Students are asked to constantly challenge themselves and others to achieve more, participate and positively represent our school.

The following pages detail some of the significant initiatives and achievements of our school throughout 2014.

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.

Krystal Magann
Relieving Principal

Ella, Sally, Tom, Kane, Harry and Dan
P and C Report
Thank you to our staff for a great year at Bonshaw – Krystal, Pauline, Kim, Kim and Leah. Bonshaw Public School is well and truly rebuilding and going from strength to strength, now that we have stability and a great leader at the helm.

Our small P&C has achieved plenty this year, with 2 major fundraiser events – being our trivia night and our centenary weekend. Between our 4 families and some lovely community volunteers, we pulled off these 2 big events and they were a great success.

It has been a special and important year at Bonshaw, with the centenary and it was very enjoyable to have so many past students and teachers, back in the school grounds, sharing stories and memories, and enjoying the fantastic display room that Pauline and Di Kitchin spent many hours preparing. Well done to all involved in making it a success.

We also had a couple of our families take up the offer of running Bunnings bbqs, as another fundraising initiative on several Sundays throughout the year – a big thank you to the Hamels and Maganns who were the main volunteers involved.

The P&C contributed $2,000 towards the school’s excursion to Coffs Harbour this year. The P&C also contributed $500 to enable the purchase of materials to complete the chookrun that we received funding for last year (totalling over $3,500). A big thank you to the Foundation for Rural & Regional Renewal, which granted most of the funding for our chook yard project.

We are excited to have welcomed the Cisek family in 4th term and to have a few new families joining the school next year and look forward to putting on some great community fundraising events together – we will hopefully have the Campdraft to cater for in term 1, our trivia night and maybe some other fundraising opportunities throughout the year, so we look forward to your support.

I hope we can build on our successes in 2014 and perhaps expand our emphasis as parents in 2015 to having a bit more parent involvement in assisting with activities at school, both in the classroom and on the sporting field, particularly now that we have our cricket pitches, and plenty of students to make up the numbers for tennis, soccer and so on.

A big thank you to Kim Hamel and to Vina for your work for the P&C this year – and for filling the president and secretary roles. Thank you also to Debbie for taking on the treasurer’s role.

Finally, on behalf of the P&C, I would like to take this opportunity to again thank Krystal for her dedication and positivity, her organisational skills and her focus on getting the core areas of literacy and numeracy really rocking along in the classroom. Our children are happy, they are learning and our school is a happy place to be – what more could we ask for?

Tim Ramsay
(P&C Member)
Student information

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

The student body consists of children from in and around the Bonshaw area. The school’s students are from families predominately employed in primary production.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>21</td>
<td>14</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>

2014 began with an enrolment of 9 students from 5 families. By the end of Term 1 we had dropped to 7 enrolments but by the beginning of Term 4 we had 10 students.

Student attendance profile

Apart from a small bout of winter illness the attendance at our school is strong. Students happily attend school and our attendance rate sits at a comfortable 99% for the majority of our students.

Management of Non Attendance

Bonshaw Public School maintained attendance rates above 90% in 2014. Students are rewarded for high attendance at assemblies.

The Principal makes contact with parents or guardians if a student’s school attendance drops below 85%. Students maintaining an unexplained absence rate of greater than 20% are referred to the Home School Liaison Officer.

Workforce information

2014 began under new leadership as a temporary teaching Principal filled the position. Other staff members included a permanent Senior Administrative Manager and temporary Student Learning Support Officer. We are also supported by a permanent Cleaner and temporary General Assistant.

Although the permanent part time teaching position was filled in 2013 this was again filled with temporary teachers throughout 2014.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.18</td>
</tr>
<tr>
<td>Total</td>
<td>2.69</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Although Bonshaw staff have a sensitivity towards those that identify as Aboriginal no member of staff chooses to identify as Aboriginal.

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>0%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All members of staff received training and development in 2014.

All mandatory training was completed in Term 1 which included;

- CPR and Emergency Training
- Asthma and Anaphylaxis Training
- Child Protection
- Code of Conduct

Other training and development included;

- Disabilities Standards for Education
- Network Meetings
- Small School Conference
- Principal’s Induction Conference
- Building Sustainable Capacity
- Stephanie Alexander Kitchen Garden
School Planning
Core Financial Literacy
Staff meetings and visiting of DEC Support Staff.

All training and development undertaken complemented the overall school targets for 2014.

Beginning Teachers
The teaching staff members at Bonshaw Public School are all experienced teachers. We did not have any beginning teachers for 2014.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$45202.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>45336.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37713.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11315.18</td>
</tr>
<tr>
<td>Interest</td>
<td>1358.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>111.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>141036.48</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6981.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>487.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2992.78</td>
</tr>
<tr>
<td>Library</td>
<td>716.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7208.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31436.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>14852.19</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6690.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13869.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>699.74</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>85934.55</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>55101.93</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parent and Citizens Association within the school. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN
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: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Due to privacy regulations and the small cohort of students the results are not able to be published in this document.

Other achievements

University of NSW International Competitions and Assessments for Schools
Each year the students of Bonshaw Public School sit the University of NSW International Competitions and Assessments for Schools tests in a range of subject areas. 2014 produced some amazing results from our students including;

- Distinctions in Mathematics and Science
- Merits in Science
- Participation in English, Spelling, Writing, Mathematics, Science and Computer Skills
Local Show Events
The students of Bonshaw Public School entered a number of items into both the Texas and Ashford shows in 2014. The students were awarded ribbons for artworks, cooking, plants vegetables and herbs that were entered.

McIntyre Young Writers
Each year a competition is run for the Goondiwindi Shire called the McIntyre Young Writers. We were invited to be part of this competition and so entered writing samples from our Year 2, 3 and 4 students. One of our students was awarded a major award and another student was awarded a second prize. This is a great opportunity for our students to be involved in competitions against other students within our local area.

Country Women’s Association (CWA)
The CWA Country of Study for 2014 was Botswana. The students collaboratively developed a biography on Mosadi Seboko to enter in the CWA competition. We were also invited to be part of the CWA Botswana day where the students proudly represented the school and presented their book. For a small school in a small community the connection and community involvement is vital to maintain a positive relationship within the village.

Representative Sports
Bonshaw Public School students are athletic and confidently participate in all sporting opportunities made available. At the beginning of 2014 we had two students compete at a zone level for swimming. In Term 2 we again had two students travel to compete at a zone level for Cross Country. From here one student moved onto Regionals. In Term 3 there were three students that would continue onto zone for Athletics.

Premier’s Sporting Challenge and Premier’s Reading Challenge
With challenge being one of our key words at Bonshaw Public School the students embraced both of these challenges throughout 2014. By participating in these challenges students were able to track their physical activity at home. Reading was increased and as we were recording books read students were able to see their achievements.

Centenary
Our biggest achievement for 2014 was the organizing and executing of our 100th birthday celebrations. We celebrated with an assembly, tree planting and a full weekend which consisted of a fete, dinner dance and breakfast along with the burying of a time capsule. We welcomed back previous staff members and students to share in our celebrations.

Significant programs and initiatives – Policy and equity funding
Stephanie Alexander Kitchen Garden Program
The school has been passionately involved in the Stephanie Alexander Kitchen Garden (SAKG) program throughout 2014. Two staff members attending training and development to further skills in constructing, maintaining and teaching the gardening and cooking components of the program. The school has harvested a large range of vegetables that the students have used in their cooking at school and at home. We look forward to continuing this program into 2015.
**Aboriginal education**

Aboriginal perspectives are embedded in teaching and learning experiences for all students throughout the year. Balanced with the syllabus documents, the school continues to deliver programs that educate all students about Aboriginal histories, cultures and perspectives. This is effective in enhancing knowledge, understanding, tolerance and harmony within the school and in the minds of each student.

**Multicultural education and Anti-racism**

The school promotes an understanding of cultural groups through educational programs. Specific attention is given through the study of a range of texts dealing with various cultures and the study of a cultural group in line with the CWA Country of study.

Bonshaw Public School promotes an inclusive school and classroom environment where cultural differences are embraced and celebrated.

**Aboriginal background**

During 2014, no children within the school identified as Aboriginal.

Aboriginal culture, beliefs and events were still taught and celebrated throughout the year.

**Socio-economic background**

The funding received for students from a low-socio economic background was used to support the purchasing of school uniforms, attendance at excursions and the employment of a SLSO.

The SLSO supported the implementation of programs including Quick Smart, MultiLit and Jolly Phonics. The educational outcomes improved for the students receiving additional support through this funding.

**Learning and Support**

The Learning and Support funding received was used to employ a SLSO. The SLSO supported the implementation of programs including Quick Smart, MultiLit and Jolly Phonics. The educational outcomes improved for the students receiving additional support through this funding.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Discussions with staff, students and parents about the Teaching and Learning programs implemented across the school.
- Completion of surveys by staff, students and parents to gain a perspective on the management of the school as a whole.

**School priority 1**

*Increase the number of enrolments across the school*

**Outcomes from 2014**

Increase student enrolments across the school to greater than 10 students from Kindergarten to Year 6

**Evidence of achievement of outcomes in 2014:**

- Student enrolment began at 9 students at the beginning of 2014 – 5 students were recruited over the January holiday period.
- For a brief moment in Term 4 there were 12 students enrolled however numbers quickly dropped to 10.

**Strategies to achieve these outcomes in 2014**

- Development of positive learning outcomes across the school.
- Improved community relationships through Newsletters, events and high visibility.
School priority 2
Increased opportunities for interactions with other small schools.

Outcomes from 2012–2014
To improve social and emotional well being of students, through additional interactions with students from small schools in the same year group.

Evidence of progress towards outcomes in 2014:
- Joint excursions with small schools highly successful
- Attendance at Boomi Mimi School where students confidently moved around with students from other schools in their year groups.
- Communications through Video Conferences including virtual excursions and learning opportunities.

Strategies to achieve these outcomes in 2014:
- Collegial development of learning opportunities.
- Collaboratively organizing sporting events including Swimming, Athletics and Cross Country carnivals.
- Jointly implementing the Swim School program.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

What is going well at Bonshaw Public School?
- Communication between parents and teachers is open.
- Provide a safe learning environment
- Structure and organizational skills are clear
- Understanding of the necessity of achievements
- Combining with other schools
- Fundraising is active to provide learning opportunities for students

What could be done better at Bonshaw Public School?
- More of a learning focus on the local area including the people and river.
- School needs to take the lead on learning outcomes where the wider community is involved – have people into the school more.
- More parental involvement in the classroom.
- Spend all available resources on two separate learning groups as often as possible as a key priority.
- Find out the strengths of the wider community and involve them within the school.
- Continuation of the positive relationship between the school and wider community for overall better school outcomes.
- Plan to address areas that the teaching staff are not strong in – eg Music

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
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.

Krystal Magann – Relieving Principal
Kim Newton – Temporary Teacher
Pauline Blackford – Student Learning Support Officer
Leah Bentley – Senior Administrative Manager
Kim Howard – General Assistant

School contact information

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Ph: 07 4653 5147
Fax: 07 4653 5232
Email: bonshaw-p.school@det.nsw.edu.au
Web: www.bonshaw-p.schools.nsw.edu.au
School Code: 1296

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: