Bonshaw Public School at a glance

Students
Students are from the village of Bonshaw and surrounding district. The enrolment at the end of 2012 was 15 students, with fluctuations throughout the year.

Staff
At the beginning of 2012 the school was managed by a relieving teaching Principal due to an end of year transfer, along with a part-time teacher, School Administration Manager, Student Learning Support Officer, Cleaner and General Assistant.

Significant programs and initiatives

Country Areas Program
The Country Areas Program for improving access to learning opportunities for students in isolated schools made it possible to employ a part time music teacher and enhance school programs. Funds were also used to provide full participation of students in educational excursions as well as increasing the usage of video conferencing with other schools and external providers.

Priority Schools Program
The Priority Schools Program funded the employment of a Teacher and School Learning Support Officer for an extra half day each per week.

Student Academic Achievement – 2012
Three students attempted NAPLAN Literacy and Numeracy tests in Years 3 & 5 in 2012 with success rates across the board.
Several students from Years 2-6 attempted the English, Maths and Computer Technology Assessments provided by ICAS with one Year 3 student being awarded a Credit Level Certificate.

Messages

Principal’s message
The school experienced several staff changes early in 2012 commencing the year under the management of a relieving teaching Principal.
During Term 1 the cleaner resigned and the School Administration Manager went on Long Service Leave for 12 months.

A permanent cleaner and a relieving School Administration Manager were appointed and the Principal position changed yet again in June with the permanent appointment of a new Principal.

The General Assistant took leave in August after finding a casual relief person for the short term.

In third term the school was allocated a second permanent teaching day for a part time teacher under a Learning Support program for Literacy and Numeracy. The permanent part-time teacher resigned from the Department in 4th term to follow a teaching career in another state.

Individual achievement and involvement in many local and further afield programs is valued and encouraged and the Country Areas Program and Priority Schools Program assist in providing access to a wide and stimulating curriculum for our relatively isolated rural community.

The school has a close working relationship with the Border Rivers-Gwydir Catchment Management Authority with regular trips to the Bonshaw Weir to sample water quality and conduct bug counts. Further to this students participated in the ‘Kids Teaching Kids’ Conference at Yetman where they presented their local findings to other schools.

Students represented their school at Zone and Regional level for several sports as well as the Arts in the Sydney School Spectacular.

I certify 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.

All students are to be commended for their resilience to the many changes throughout the year and thanked for their diligence, cooperation and interest in everything we do both in and outside of the classroom.

Mrs Berrill Ley
P & C President’s message

Thank you to Berrill for a high energy, action packed time since arriving in June. Your commitment to the children and your passion is obvious to all. The P&C looks forward to a positive relationship, supporting the school and the education of our children through our fundraising and volunteering in 2013.

Thank you to all our support staff who work to enhance the school environment and the learning opportunities of our students, as well as being Berrill’s willing team of ‘right hands’ on her many little projects! Di Kitchin and Sandy Baker in the office, Pauline Blackford in the classroom, Glen Taylor teaching music, including the tutoring of students who performed at the Sydney Schools Spectacular, Lyn Heywood our 2nd teacher and Lloyd our gardener/handyman.

Thank you to our P&C committee and parent volunteers. Cecilia has made an enthusiastic and positive contribution to the P&C and the school community and I thank you for taking on the Secretary/Treasurer role in 2012. Also thank you for the support from each and every family – for all your baking, volunteer time at school, fundraising and on your input.

The big fundraiser for 2012 was the Bonshaw Boot Sale in August attracting buyers and sellers from across the district and from interstate selling everything from the old boot to new jewelry and everything in between.

In 2012 we raised $4,800 and spent just under $6,000 on initiatives to support the education and opportunities of Bonshaw students.

Initiatives we fully funded or contributed to, included the week long major school excursion to Dubbo, purchase of ipods & ipads for the classroom, video conferences for the students, assisting with the costs on the mini-excursion to Boomi and flights for three students to Sydney in the New England Marimba Ensemble at Bondi Junction & Sydney Entertainment Centre.

The P&C has submitted grant applications for cricket pitches and practice nets to be installed on the school oval as well as for a mobile chook tractor and yard which we hope will be successful.

I look forward to being part of this great little school community in 2013 and working together with other parents and our teachers to provide great opportunities for our children.

Mrs Michelle Ramsay - President

Student Representative’s message

I have enjoyed my seven years at Bonshaw Public and am proud to have been School Captain. This gave me the opportunity to take on the responsibilities of a student leader and I always tried to be a good example for the younger students.

I participated in many activities and although I look forward to finishing Year 7 in primary school at Toowoomba, I will always remember Bonshaw as the caring, family school which I loved.

Phoebe Shannon

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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

Student attendance profile

Student enrolment fluctuated throughout the year. During first semester families with several children each left the district and/or the school.

Management of non-attendance

Non-attendance was a problem earlier in 2012 but in second semester the attendance was always above the target of 94% with several weeks experiencing 100% attendance.

Class sizes

Primary class sizes are included to provide as much local information as possible. The following table shows class sizes as reported at the March 2012 Class Size Audit data harvest.

Structure of classes

In 2012 Bonshaw had one multi-stage class. As numbers fluctuated throughout the year, the following table represents the enrolments at the end of the year.
Pre-School transition program
In second semester four students attended school one day/fortnight as a transition to ‘big’ school. Two of these students enrolled at Bonshaw Public for 2013.

Staff information

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher – part time</td>
<td>0.084</td>
</tr>
<tr>
<td>Learning and Support - Primary</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.042</td>
</tr>
<tr>
<td>Priority Schools Funding</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.69</strong></td>
</tr>
</tbody>
</table>

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

- 50% of Bonshaw staff identify as Aboriginal.

Staff retention
Administration, Student Learning Support Staff and General Assistant are long term members of staff totaling over 35years between them.

Teacher qualifications
The professional qualifications for teaching in NSW public schools are held by all teaching staff.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</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.

Income
- Balance brought forward: $82469.90
- Global funds: $73021.64
- Tied funds: $30521.00
- School & community sources: $11697.43
- Interest: $3786.34
- Trust receipts: $1895.68
- Canteen: $0.00

Total income: $203391.99

Expenditure
- Teaching & learning
  - Key learning areas: $10855.20
  - Excursions: $3369.58
  - Extracurricular dissections: $2622.34
- Library: $657.57
- Training & development: $1660.12
- Tied funds: $32861.37
- Casual relief teachers: $271.68
- Administration & office: $16384.79
- School-operated canteen: $0.00
- Utilities: $7793.54
- Maintenance: $27745.87
- Trust accounts: $1409.37
- Capital programs: $4532.50

Total expenditure: $110163.93

Balance carried forward: $93228.06

A full copy of the school’s 2012 financial statement is available for the annual general meeting of the School’s Parents & Citizens. Further details concerning the statement can be obtained by contacting the school.

School performance 2012
Students continue to be involved in many activities of academic, cultural and sporting nature displaying high interest, participation and achievement.

Academic
All Year 2-6 students attempted the ICAS English, Mathematics and Computer Technology university assessments with one Year 3 student gaining a Credit level Certificate in the ICAS Mathematics Assessment.

Visits to Inverell Library were introduced on a monthly basis to extend the access to a wider variety of books and research possibilities. Students take part in a shared book reading each visit and complete a craft activity associated with the book. Senior students complete a small
research activity and all students borrow books to read at school.

Arts

Participation in the creative and performing arts is encouraged and Bonshaw students have experienced success in various competitions as well as producing high quality art works in class.

Students developed artworks for drawing, painting and sculpture and entered them in the Texas and Ashford Shows. Many students were rewarded with certificates for their efforts.

Students presented an ensemble of pieces for the residents of Millrace Aged Care Facility during Education Week as well as for the community and schools at Tenterfield High School.

Three students represented the school at the Sydney School Spectacular in November in the New England Marimba Ensemble.

Sport

A strong emphasis is placed on fitness and sporting activities by the school and community:

- students participated in the Small Schools Swimming, Cross Country and Athletics Carnivals with several students progressing to Zone and Regional level of competition
- all students participated in the Premier’s Sporting Challenge to a Gold Award overall
- all students participated in a daily fitness program as well as weekly swimming and water safety lessons at Texas in terms 1 & 4
- several students participated in the Texas soccer program with some sessions being conducted on the Bonshaw school oval

Other

Service and involvement with community are encouraged and students joined with the Country Women’s Association to celebrate International Day. Projects were made on their study of Timor-Leste providing the opportunity to deeply explore this area of the world.

On the day of sharing at the CWA rooms students and staff listened to first-hand accounts of living and working in Timor-Leste by some retired teachers who had been assisting the building of schools.

The Outback Travelling Scripture group visited the school providing the children with an interesting session of drawing and stories which were enjoyed by all.

Bonshaw and Mingoola Public School students went on a week-long excursion to Central West NSW including an overnight stay at Dubbo Western Plains Zoo and various tourist sites. Children were fascinated with Traintasia a model railway village as well as Aladdin’s Cave Bottlehouse a round building of coloured bottle walls filled with fantasy and fairy tale.

The Warrumbungle Environment Education Centre extended students study of our local river system and a trip into the Pilliga State Forest to experience the Sculptures in the Scrub was a highlight of the trip.

Jump Rope for Heart was implemented as part of the Personal Development, Health and Physical Education (PDHPE) program culminating in a jump off in July with parents and friends busily turning ropes and counting jumps.
NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 & 9 literacy and numeracy are reported on a scale from Band 1-10.

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

Yr 3: Band 1 (lowest – Y3) to Band 6 (highest – Y3)
Yr 5: Band 3 (lowest – Y5) to Band 8 (highest – Y5)

Reading & Numeracy – NAPLAN Years 3 & 5
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 cannot be reported due to the small cohorts.

Please refer to the My School website for detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Significant programs and initiatives

Aboriginal education
Bonshaw Public School continues to provide programs designed to educate all students about Aboriginal history, cultural and contemporary Aboriginal Australia.

Students travelled to Ashford to join in NAIDOC celebrations and were involved in the visiting artist program.

Science & Technology
The purchase of iPads and iPods for children to practice necessary numeracy and literacy skills provided a different avenue of development.

The video conferencing facilities were put to extensive use in semester 2 with students tuning into connections with other schools and other government providers for numeracy, literacy, arts, environmental education and science.

The vegie garden was recycled and summer fruit and vegetables were grown from seed and used throughout 4th term in cooking during Kids in the Kitchen sessions and as snacks. The verandah pots were planted with an assortment of herbs which were used for the chicken stuffing for Christmas lunch which was cooked by the children from scratch.

Music
The music teacher attended the school for one hour weekly to teach students marimba and guitar. Three students were selected to perform at the School Spectacular at the Sydney Entertainment Centre.

Unfortunately due to illness the music program presented by this teacher will not continue.

Progress on 2012 targets

Target 1
Increase the growth in overall literacy strand to state level or higher from Year 3 to 5 for all students.

Respect and Responsibilities
Bonshaw Public School students continue to be involved in school and local community activities to promote these values. They participated in ANZAC Day and Remembrance Day services and initiatives run by the Country Women’s Association.
Our achievements include:

- This target was not fully achieved. Students showed growth but not equal to the state level. This is a difficult target to quantify due to the movement of students in and out of the school.
- Removal of Student work books has contributed to an increase in creative writing and improved spelling, grammar and punctuation.
- The additional staffing entitlement did not achieve expected results due to the inability to employ a literacy teacher.
- The Reading Eggs computer program is documenting improvement in most students.
- The THRASS program will support literacy teaching and provide results in the future.

**Target 2**

**Increase the growth in the numeracy strand to state level or higher from Year 3 to 5 for all students.**

Our achievements include:

- This target was not fully achieved. Students showed growth but not equal to the state level. This is a difficult target to quantify due to the movement of students in and out of the school.
- Removal of Student work books has contributed to improved mental computation and general understanding of concepts.
- The additional staffing entitlement did not achieve expected results due to the inability to employ a numeracy teacher.
- The computer program *Mathletics* has been implemented for all students and the use of drills and skills activities and hands-on activities using manipulatives are displaying some improvements.

**School evaluation**

It is a requirement for all NSW public schools to conduct at least two annual evaluations to support the effective implementation of the School Plan – one related to educational and management practice and the other related to curriculum. In 2012 our school carried out evaluations of resource organization and teaching of Mathematics.

**Educational and management practice – resource organisation**

**Background**

Resources of all kinds were each stored in many areas around the school making it difficult to know where to look for a particular resource or to be certain if it was in stock:

- Library books, resources and shelving were collected from several locations around the school and centralized on the front verandah into non-fiction, senior fiction and junior fiction.
- Reading books from the various reading schemes were sorted, boxed, labeled and organised into reading levels.
- The storerooms were sorted, culled and organised into sport, craft, stationery and teaching resource sections.

**Findings and conclusions**

- Library resources are more manageable, accessible and usable and the area presents a welcoming, comfortable location for browsing and quiet reading. This has encouraged students to read more, especially in their free time.
- Reading books are now easier for staff and students to access in class and for usage as home readers.
- Access to resources in store rooms is now more viable and speedy with minimal delay.
Future directions
- Maintain newly adopted storage methods
- Ensure books and resources are returned promptly to their correct place
- Prior to purchasing stock, ensure it is not being duplicated
- Purchase new items only when necessary

Curriculum - Mathematics

Background
Discussions by staff highlighted the lack of growth in student’s numeracy understanding and achievement of outcomes:
- discussions by staff and students focused on the benefits of ceasing the current use of workbooks and replacing with hands-on activities using manipulatives
- the methodology used for the evaluation included anecdotal records of student engagement in lessons, formal and informal assessment of student outcomes, surveys of students and staff discussions
- staff to ascertain the number and types of manipulative resources in stock by sorting and completing a stock take
- purchase manipulative resources and top-up packs to support student learning in areas of need

Findings and conclusions
Analysis of student engagement, assessment results and survey responses indicated that:-
- Mathematics is an important subject to learn
- hands-on activities are more interesting and exciting and assist learning better than filling in spaces in workbooks
- the teaching of numeracy is more interesting, positive and meeting student outcomes better when using manipulatives
- student engagement has improved and language use has increased dramatically
- Professional Learning for the teaching of Numeracy is provided on an ongoing basis as need arises

Future directions
- students will further develop their skills in Numeracy through the use of hands-on activities
- each student will follow a program which caters for their needs and abilities and guides systematic learning of numeracy
- strategies from Count Me in Too and Counting On will be implemented across all stages
- pre and post assessment will be completed as each concept is introduced

Professional learning
Staff participated in a variety of professional learning opportunities during 2012, including:
- BEST START training for the K-2 year group
- TENs training (Targetting Early Number)
- Environmental Education
- Indigenous Education & Cultural Awareness
- AustSwim Training
- Maths NSW State Conference
- Small Schools Conference
- Principal’s Induction Training
- Regional Principals’ Conference
- THRASS Training (Teaching Handwriting Reading and Spelling Skills)
- Australian Curriculum integration
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.

Priority 1 - Outcome for 2012–2014

*Improve literacy performance so that student growth is, at minimum in line with state growth on NAPLAN*

2012 Targets to achieve this outcome include:
- Students will achieve expected growth in Year 5 in 75% of literacy strands
- Student scores will be in line with State scores in Year 3

Strategies to achieve these targets include:
- improve the use of technology in teaching and learning through professional learning
- use extra staff under the ‘Two adults in small schools’ funding to allow for more intensive literacy lessons
- implement literacy assessment tasks aligned with NAPLAN assessment and SMARTdata to use as moderated common assessment tasks
- develop the THRASS (Teaching Handwriting Reading and Spelling Skills) program across the school, including the whole school spelling program

Priority 2 - Outcome for 2012–2014

*Improve numeracy performance so that student growth is, at minimum in line with state growth on NAPLAN*

2012 Targets to achieve this outcome include:
- Students will achieve expected growth in Year 5 numeracy
- Student scores will be in line with State scores in Year 3

Strategies to achieve these targets include:
- staff participation in professional learning on beneficial numeracy activities
- improve the use of technology in teaching and learning through professional learning
- implement action research to ensure strong quality teaching of all strands of mathematics, especially using *Count Me In Too* and *Counting On* strategies
- increase the use of hands-on and concrete materials to ensure understanding
- use extra staff under the ‘Two adults in small schools’ funding to allow for more intensive numeracy lessons
- implement numeracy assessment tasks aligned with NAPLAN assessment and SMARTdata to use as moderated common assessment tasks

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 with support and guidance from the School Education Director.

Berrill Ley – Principal
Lyn Heywood – Teacher
Pauline Blackford – Student Learning Support Officer
Cassandra Baker – relieving School Administration Manager
Michelle Ramsay – P&C President

School contact information

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School Code: 1296

Interested persons can access more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: