Bonshaw Public School

Annual School Report

2013
Bonshaw Public School at a glance

Students
Students are from the village of Bonshaw and surrounding district. We started the year with 14 students while the enrolment at the end of 2013 was 7 students.

Staff
At the beginning of 2013 the school was managed by a permanent teaching Principal, along with School Administration Manager, Student Learning Support Officer, Cleaner and General Assistant.

Significant programs and initiatives

Country Areas & Priority Schools Program
The Country Areas Program for improving access to learning opportunities for students in isolated schools was combined with Priority Schools Program by the Department of Education under a new banner, Equity Program, and was used to 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.

It also funded the employment of a Teacher and School Learning Support Officer for an extra half day each per week.

Student Academic Achievement – 2013

Five students attempted NAPLAN Literacy and Numeracy tests in Years 3 & 5 in 2013 with pleasing success rates across the board.

Several students from Years 2-6 attempted the English, Maths, Science and Computer Technology Assessments through ICAS with one Year 4 student being awarded a Credit Level Certificate and a Year 3 student attempting a Year 4 Science paper and also achieving Credit Level.

All students used the THRASS (Teaching Handwriting, Reading and Spelling Skills) Program and displayed outstanding improvement in spelling, writing and reading.

Messages

Principal’s message
The school experienced several staff changes in 2013 commencing the year under the management of a permanent teaching Principal but ending the last few weeks of Term 4 under a relieving teacher.

During Term 1 the General Assistant position changed hands and the School Administration Manager returned from Long Service Leave after 12 months. However after several weeks she again went on Leave and another person filled the position temporarily until the substantive Manager retired and the position was advertised. This was then filled on a permanent basis by a local person.

The permanent part-time Teaching position remained empty early in the year and was filled by several teachers in the first half of the year until finally being permanently filled in August by a teacher from Inverell.

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

The school had 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. Unfortunately due to funding cuts this extended classroom closed mid-year.

Students represented their school at Zone and Regional level for several sports as well as the Arts in various camps, competitions and cultural days.

I certify the information in this report is the result of a 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 achieved both in and outside of the classroom.

Mrs Berrill Ley
President’s message

A very long and challenging year it was for the Bonshaw P&C 2013. It was a great journey though, knowing that we made it to the end of the year. People came and there are some who left which made it more challenging to adjust with all the ongoing projects and plans. We had the parents and members of the committee still active and being supportive when it came to the development and support for the children’s education and the school.

As we, the P&C committee, are very keen to see our children’s education and learning broaden, the P&C contributed $500 toward the video conferences and half of the cost of a visiting science teacher twice a term. It was a great success for the P&C catering the barbecue for the Bonshaw Campdraft in April.

As the challenges and changes continue, we managed to do another fundraising project which was the Bunnings barbeque in Inverell. It was a good trial for the new committee of the P&C and our families and we made a good profit, with all the members and staff doing their part to make it successful.

Cecilia Elysee reapplied for the FRRR (Foundation for Rural and Regional Renewal) funding and was approved for the school to receive a solid, movable chook pen.

The athletics carnival was held at our school and it was a great success with the help of all the local parents and parents from other schools, plus the teachers and staff members from all schools.

The children went to Tamworth to perform in the New England Arts event, CAPERS at TREC (the Tamworth Regional Entertainment Centre) and they had a blast.

The P&C became very positive on looking and moving forward to support the school and the education of our children. This coming new year, we can assure everyone, that with us helping each other, nothing is impossible. For our centenary year of 2014 the Bonshaw Public School P&C is committed to supporting each other and the staff. The P&C look forward to the upcoming projects that include:

* Bunnings Barbecue
* A Trivia Night

* the commemoration of the 100 years of Bonshaw Public School to go hand in hand with the Garage Sale.

We are looking forward for a more positive journey and enthusiastic year of 2014 for the educational development of our children and the success of our beautiful little school.

Thank you very much!

Kim Hamel
President of Bonshaw PS P&C Association

Student Representative’s message

I have enjoyed this year as School Captain of Bonshaw Public School.

I was involved in a Student Leadership program through GRIP Leadership (Generosity, Responsibility, Integrity, People) and attended the workshops at Toowoomba thanks to Mrs Blackford. This provided me with skills to take on the responsibilities of a student leader and to be a good example for the younger students.

The student body had a great time in 2013 with Mrs Ley and Mrs Blackford who made learning exciting and fun. We had a lot of cultural visits, science and technology days and we learned through robotics, THRASS and Maths was a blast.

We cooked things we grew in our own garden and we all made our own quilt, even kinder.

We learned so much. Thank you teachers.

Nykita Kitchener

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>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Student enrolment and attendance profile

Two new enrolments arrived while three families either relocated or moved their children to Queensland.

Student attendance was mostly 100%.
Management of non-attendance
Non-attendance was not an issue in 2013 with children keen to be at school even during an illness. The attendance was always above the target of 94% with most 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 2013 Class Size Audit data harvest.

Structure of classes
In 2013 Bonshaw had one multi-stage class. As numbers fluctuated throughout the year, the following table represents the enrolments as at Audit in March.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Pre-School to Kindergarten Transition
There were no students available for the Kindergarten Transition Program as all eligible students at the Pre-School were enrolled for school in Queensland.

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>Equity Funding</td>
<td>0.1</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 National Education Agreement requires schools to report on Indigenous composition of their workforce.

- 25% of Bonshaw staff identify as Aboriginal.

Staff retention
Student Learning Support Officer is a long term members of staff while Administration and General Assistant are new to the school in 2013.

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>
<tr>
<td>Masters</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>93228.06</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>0.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013

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 our Year 4 student gaining Credit level Certificates for the second year and a Year 3 student attempting a Year 4 Science paper also achieving a Credit Level.

Visits to Inverell Library were continued 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.

In Term 4 the focus book was 39 Storey Treehouse by Andy Griffiths and as a cross curriculum activity students built their own 39 Storey Treehouse which was presented to Inverell Library on the last visit and remained on display for the rest of the year.

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.

Senior students participated in video conferences with the State Library of NSW and resident artists investigating Australian artists, styles and various mediums. They learned about perspective, colour and scale and how to create quality drawings, paintings and sculpture.

Four students took part in the Myall Creek Massacre Memorial weekend near Bingara with all students submitting artworks and sculptures for the school’s competition with success.

All students participated in CAPERS, the spectacular bi-ennial production of music and dance performed by students in New England and North West schools. Students and staff spent the last week in October in Tamworth for rehearsals and several performances to a full capacity audience at TREC (Tamworth Regional Entertainment and Conference Centre).

While in Tamworth they attended to schoolwork and local excursions connected to class activities, at the Fauna Flora Park and the historic Werris Creek Railway Museum. They were involved in simulated driving of trains and viewed many icons of the bygone era of train and travel.
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
- one student represented at State level for swimming
- all students participated in the Premier’s Sporting Challenge
- all students participated in a daily fitness program as well as swimming and water safety lessons at Texas and Ashford

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 Morocco providing the opportunity to deeply explore this area of the world.

On the day of sharing, students attended the Bonshaw Community Hall, the new home of the CWA and presented work, music and presented each person with a miniature flag which the children had made in class.

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

Bonshaw students attended a week-long excursion to Thalgarrah Environmental Education Centre outside Armidale where they were involved in activities for conserving energy, discovering fauna and flora and orienteering.

The latter activity being conducted in two groups where the children had to follow clues, find objects, build a shelter and cook their own food - all of this completed in drizzly rain, which didn’t dampen their spirits but enhanced the experience.

Jump Rope for Heart was implemented as part of the Personal Development, Health and Physical Education (PDHPE) program culminating in a jump off with parents and friends 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 joined a trip to Glen Innes where they shared magnificent views across the mountains and listened to stories of the Dreaming on how the land was formed and animals got their coats and colours.

They visited a cave painting site and learned about what the various symbols meant and saw a carved tree from which a canoe shape had been removed by early Aboriginal inhabitants.

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.

Science & Technology

The purchase and implementation of BeeBots extended children’s knowledge of position, direction, measurement and scale encouraging the practice of necessary numeracy and literacy skills and providing a different and exciting avenue of development.

The video conferencing facilities were put to extensive use throughout the year with the support of the P&C donating $500 toward their cost with the school matching dollar for dollar. This meant students could participate in many presentations in numeracy, literacy, arts, environmental education and science.

The vegie garden was highly productive and summer fruit and vegetables were grown from seed and used in cooking during Kids in the Kitchen sessions and as snacks. The verandah pots, planted with an assortment of herbs, were a huge hit providing easy access for culinary embellishments.

Music

Unfortunately due to the Music teacher’s long term illness the music program in Marimbas was not able to continue. However a very interested parent helped out which encouraged the children to continue playing and to teach the new students.

Children also started learning to play recorders, the keyboard and the violin as well as learning about how to read music from a music score.

Progress on 2013 targets

Target 1

Increase the growth in overall literacy 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

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

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 2013 our school carried out evaluations of allocated space organization and teaching of Literacy.
with staff and parents it was decided to rearrange the room uses and take advantage of staff changes to give the school a new feel.

- The School Administration Manager (SAM) and Principal shared an office which was way too large for this use and the Library space was insufficient for beneficial use
- The SAM moved to the front verandah. A secure lockable door was installed along with heating, air-conditioning and carpet
- The Library moved into the larger quarters and a staff desk was allocated a corner for the Principal, Librarian or Teacher to use
- A modern interactive TV was installed which is similar, but better than, interactive whiteboards

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
- The Library is now a usable classroom furnished with tables and chairs for full class activities
- The interactive TV provides for shudder proof activities and all the benefits of standard interactive whiteboards

Future directions

- Encourage students to look after their space and respect the resources
- Fully integrate the interactive TV into library lessons and classroom activities

Curriculum - English

Background

Discussions by staff highlighted the need for student’s improved numeracy understanding and achievement of outcomes:

- discussions by staff and students focused on the benefits of increasing the use of THRASS in literacy activities
- 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 and the overall interest and excitement displayed by students during THRASS activities
- purchase manipulative resources to support student learning in control of the grapheme and phoneme associations to further their spelling and writing skills

Findings and conclusions

Analysis of student engagement, assessment results and survey responses indicated that:-

- Literacy is an important skill to control
hands-on activities are more interesting and exciting and assist learning better than filling in spaces in workbooks

the teaching of literacy 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 THRASS is provided on an ongoing basis as need arises

Teaching staff are all to be trained

Future directions

students will further develop their skills in Literacy through the use of hands-on activities

students will learn by doing - repetition and attention to detail will further develop their skills in Literacy

each student will follow a program which caters for their needs and abilities and guides systematic learning of literacy

strategies from Reading Recovery, Multilit and THRASS will be implemented across all stages

Professional learning

Staff participated in a variety of professional learning opportunities during 2013, including:

- Environmental Education
- Indigenous Education & Cultural Awareness
- Maths NSW State Conference
- Science NSW State Conference
- Small Schools Conference
- Regional Principals’ Conference
- THRASS Training (Teaching Handwriting Reading and Spelling Skills)
- Australian Curriculum integration
- Primary Connections - Science
- Stephanie Alexander Kitchen Garden
- Supporting Special Needs

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*

2013 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*

2013 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 Director of Schools.

Berrill Ley – Principal
Krystal Magann – Teacher
Pauline Blackford – Student Learning Support Officer
Leah Bentley – School Administration Manager
Kim Hamel – 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: