

Bonville Public School

Annual Report



2016



1297

Introduction

The Annual Report for **2016** is provided to the community of Bonville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Francine Hunter

Principal

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Message from the Principal

Bonville Public School operates under the banner 'Small School, Big Opportunities'. The school has a beautiful setting and is nestled between the mountains and the ocean.

The staff at Bonville Public School are dedicated and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development.

Bonville Public School provides a range of opportunities to explore and extend learning experiences so that students can achieve in a variety of academic, sporting enrichment and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students..

Bonville Public School prides itself on the friendly, family atmosphere that has developed within our wonderfully supportive community. I would like to thank our parents and citizens' Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of additional resources.

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.

School background

School vision statement

Bonville Public School prepares 21st century learners with knowledge, skills and values in an inclusive, safe and supportive learning environment. Our aim is to build confidence in all students so that they develop a love for lifelong learning. Empowering all students to make profound and informed decisions about local and global issues, including humanity and sustainability, through innovation in teaching and learning.

Bonville Public School values: Strong curriculum leadership embracing quality teaching practice; Community wellbeing encompassing the whole child, staff and parents; and Leadership within classrooms and across the school for both students and staff members.

Bonville Public School values strong and meaningful partnerships with parents in the education of all students.

School context

Bonville Public School is a small rural school of 139 (2016) students, 70 boys and 69 girls. The school is located 12 kilometres south of Coffs Harbour and is nestled between rural farm land and the Bongil Bongil National Park.

Bonville Public School has a proud history of academic and sporting success. The school offers a balanced education across the curriculum which focuses on enriching the whole child. Student leadership across K–6 is actively promoted.

Bonville Public School enjoys strong partnerships with community organisations including Hopscotch Preschool, Rotary and the Southern Cross University. Bonville Public School is also a proud member of the Bongil Bongil Community of Schools.

Bonville Public School has a 'Family, Occupation, Employment, Index' (FOEI) of 86 (2013/14) based on educational disadvantage related to socio-economic background to students from a mean of 100. As a result the school's equity loading is limited to \$12009.09 per semester.

Bonville PS has 6 classes. 3 permanent teachers, Relieving Principal, Relieving Assistant Principal and , 4 Temporary Teachers and a Learning and Support Teacher 1 day per week.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

In the domain of Learning, BPS has collected evidence to justify assessing our performance as **sustaining and growing**.

In the domain of Teaching, BPS has collected evidence to justify our performance as delivering.

In the domain of Leading, BPS has collected evidence to justify our performance as delivering.

Following the External validation meeting at Bonville Public School the school leadership team decided on four areas of focus for forward planning. The school will continue its focus on Quality Teaching Rounds (QTR) as the impact has already been observed with participating teachers. The intention is to expand and embed QTR across the school and the community of practice. Spelling will be a focus as a result of NAPLAN data and the school has identified through research

a program which addresses their needs as well as includes a measurement tool and a process for analysis. The school will further establish itself as a centre of learning for the school community, continuing to build on the positive relationships and high expectations that currently exist. Through a focus on action research and professional practice the school will build leadership capacities to enhance professional development and staff wellbeing.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

CURRICULUM (Learning)

Purpose

To develop an integrated approach to quality teaching, curriculum planning and delivery and assessment promoting learning excellence and responsiveness in meeting student learning needs in order to maximise individual student learning outcomes. Teachers will develop students' essential skills in literacy and numeracy.

Overall summary of progress

During 2016, Bonville Public School planned to develop an effective lesson study model with Repton Public School to enhance student engagement and outcomes in literacy and numeracy. In addition to the lesson study model, a selection of teachers from Repton, Bonville and Crossmaglen Public Schools undertook professional learning based on giving and receiving useful feedback based on the QT elements through implementation of the Quality Teaching Rounds.

As a result, teachers from Bonville, Repton and Crossmaglen schools were involved in QTR, whereby teachers observed the teaching of lessons across schools and engaged in professional discussion and feedback. This process led to improvement in literacy and numeracy lessons K–6 with greater emphasis on the Quality Teaching Framework.

Throughout 2016, Bonville PS staff also implemented Action Research projects to challenge and broaden their skill sets.

As a result of Action Research, Bonville staff undertook professional readings and implemented the research based practice within their own classrooms. Following this process, all staff shared their learning with their colleagues and have chosen successful projects to implement across the school in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Clear, visible, continuous mapping of all students on continuums leading to growth at or above expected benchmark clusters for 100% students in both Literacy and Numeracy.	<ul style="list-style-type: none">• 100% of teachers effectively demonstrate Consistent Teacher Judgement.• 100% of students are accurately tracked along the continuums.• In Reading, 68% of students demonstrated growth along or above expected growth rate along the continuum.• In Numeracy, 87% of students demonstrated growth at or above expected growth along the continuum.	<p>\$500 (Aboriginal Background Funding)</p> <p>\$2500 (English Language Proficiency Funding)</p>
<ul style="list-style-type: none">• There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. (School Excellence Framework p.2)	<ul style="list-style-type: none">• 2/6 BPS teachers involved in Quality Teaching Rounds to explicitly code lesson feedback.• Proud Moment with 100% of students receiving recognition for effort and achievement.• Fun Friday Enrichment Program implemented K–6 with 100% of students involved.• 100% of students take home assessment folder containing assessment tasks.	<p>\$5782.58 (English Language Proficiency Funding)</p> <p>\$3915.88 (Aboriginal Background Funding)</p> <p>\$7196.72 (Socio Economic Background)</p> <p>\$7123 (Disability Funding)</p>

Next Steps

Moving into 2017, Bonville P.S will continue to develop, refine and implement strategies to enhance the engagement and outcomes of students in literacy and numeracy by;

- Collaborating with Repton Public School to refine the Quality Teaching Rounds process, with the inclusion of additional teaching staff members in the process.
- Observation of lessons across both schools and feedback focussing on the Quality Teaching Framework as part of QTR.
- Undertaking the Action Research project following the success of 2016, and continue to share and implement their findings as a whole staff to improve pedagogical practice.
- Continue to track and monitor student growth on the literacy and numeracy continuums. Writing goals will be implemented across the school to promote growth in the aspect of writing.
- A school wide spelling program will be implemented in 2017 to promote continuum growth in this aspect.

Strategic Direction 2

COMMUNITY (Wellbeing)

Purpose

To ensure there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. This will enable students to manage emotional, mental, spiritual and physical wellbeing and become confident and resilient citizens.

Overall summary of progress

During 2016 Bonville Public Implemented a range of projects to improve the wellbeing of our community including;

- Implementing a Positive Behaviour for Learning model whereby staff collaborated on lessons that were taught across K–6 on targeted behavioural needs. This resulted in positive and consistent language being used to set and model high expectations.
- Strengthening collaboration with Repton Public through QTR rounds and combined staff development days. This has resulted in an effective learning community and network with the capacity to share skills and knowledge among schools.
- Encouraging parents and community members to become involved in the school 'Fun Friday' enrichment program resulting in the sharing of community skills with our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Strong culture of wellbeing for the whole school community as evidenced through the wellbeing framework.	<ul style="list-style-type: none">• Teachers shared expertise across learning communities as part of partnership with Repton PS, and involvement in the Bongil Bongil combined schools musicale.• Increased parent involvement in Fun Friday enrichment program throughout the school year.• As a result Parent Satisfaction and Engagement increased with 30% of parents surveyed in 2016 rating Bonville PS 10/10, 50% rated it a 9/10 and 20% of parents rated it 8/10 for parent satisfaction.	\$650 (Location Loading)
<ul style="list-style-type: none">• Positive Behaviour for Learning (PBL) is an embedded culture understood by all students, staff and community.	<ul style="list-style-type: none">• Heads, Shoulders, Knees and Toes were adopted across the school and reinforced at morning assemblies, Bonville bonuses and Proud Moment.• Positive Behaviour for Learning was embedded into weekly lessons K–6. There are consistent guidelines and expectations for students.• In 2016, all staff performed a self audit of playground and classroom behaviour. Areas for improvement were identified and as a staff, lessons were developed to explicitly teach and model correct behaviour. A series of lessons were developed and delivered to 100% of students.	NIL funds were utilised.

Next Steps

Throughout 2017, Bonville PS plans to build upon the existing PBL program by doing further self audits of the classroom and playground environments. This will ensure that our PBL lessons match current student needs and consistency is developed across the school.

In addition, Bonville will continue to strengthen ties with Repton PS in 2017 through QTR and combined staff development meetings. Bonville will continue to engage the parents and the school community through the continuation of parent workshops, Fun Friday parent participation and whole school community events.

Strategic Direction 3

CULTURE and VALUES (Leadership)

Purpose

To continue the development of educational aspiration and ongoing performance improvement across the community that promote high expectations, community engagement, continuous improvement and strategic use of resources to improve students outcomes. This will be demonstrated through strong student and staff leadership underpinned by core values.

Overall summary of progress

In 2016, Bonville Public implemented a range of programs to promote a strong culture of learning, innovation and leadership. Throughout 2016 a successful SRC program was established which fostered a culture of collaboration and fellowship between students K–6, and leadership skills in the Year 5/6 SRC group leaders.

In addition to this, all teachers were engaged in Action Research to improve pedagogical practice through the implementation of innovative and research based practice. Teachers shared their findings and implemented successful projects such as writing goals and visible learning intentions throughout the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Teacher leaders in all classrooms demonstrate instructional leadership promoting and modelling effective evidence based practice. (School Excellence Framework p7)• Teachers have purposeful leadership roles based on professional expertise.	<p>Increase in student engagement</p> <ul style="list-style-type: none">• 100% of teachers participated in the Lesson Study process collaborating and providing feedback to other colleagues. 100% of teachers indicated the process of lesson study and QTR have had a positive impact on their teaching. <p>Increase in teacher professional readings, dialogue and risk taking</p> <ul style="list-style-type: none">• Teachers have shared professional readings/findings as part of QTR and Action Research. The findings were implemented throughout 2016 and successful programs will be carried out across the whole school in 2017.	Funds allocated through SD1.

Next Steps

Bonville PS will continue to sustain a culture of learning and innovation throughout 2017 by continuing the practice of Action Research and professional development through Quality Teaching Rounds. Bonville will also aim to imbed further innovative and sustainable practices within the school culture through the implementation of a kitchen garden program utilising the school vegetable garden.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	51	56	68	68
Girls	42	50	52	72

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	95.8	95.6	94.3
1	96.5	95.5	94.2	94.2
2	93.7	96.3	93.7	96
3	93.6	94.6	97.6	93.6
4	96.7	96.1	94.4	95.3
5	92.9	95	97.2	96.1
6	95.7	92.7	93.5	94.4
All Years	95.2	95.1	95.2	94.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
YR KINDER	17
YR KW	17
YR 1	21
YR 1/2	26
YR 3/4	31
YR 4/5/6	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	5.55
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration & Support Staff	1.71
Other Positions	0.04

*Full Time Equivalent

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

Bonville Public School has 1 staff member who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83.3
Postgraduate degree	16.6

Professional learning and teacher accreditation

Bonville Public School had a total expenditure in 2016 of \$7424.00 in Teacher Professional Learning. Areas of professional learning included QTR, coding, Lesson Study and DEC mandatory training.

In 2016 Bonville Public School had one temporary teacher gaining accreditation at Proficient level and two temporary teachers maintaining accreditation at Proficient level.

100% of all staff attended all of the 2016 Staff Development Days.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	116 969.70
Global funds	114 252.14
Tied funds	78 374.79
School & community sources	54 922.12
Interest	2 438.31
Trust receipts	18 972.40
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	19 675.29
Excursions	24 507.03
Extracurricular dissections	18 342.99
Library	3 057.04
Training & development	0.00
Tied funds	92 856.89
Short term relief	25 218.86
Administration & office	35 766.35
School-operated canteen	0.00
Utilities	10 575.36
Maintenance	27 560.30
Trust accounts	8 912.15
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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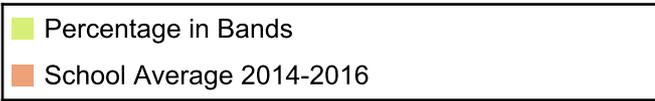
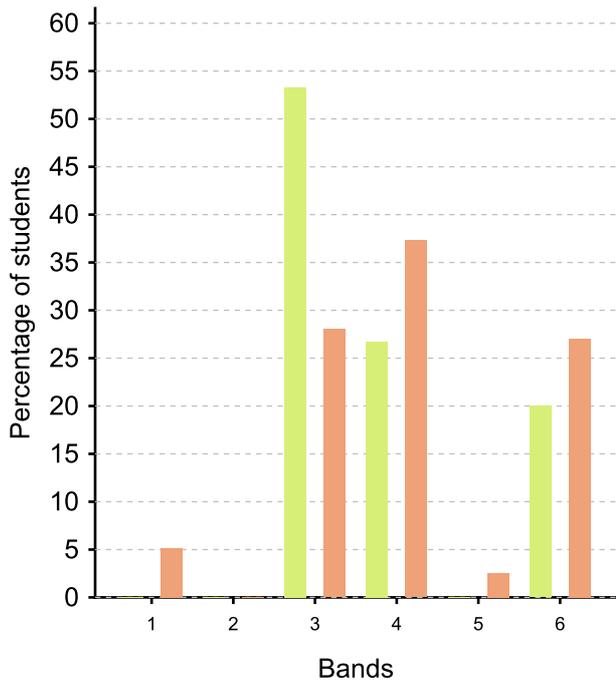
NAPLAN

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.

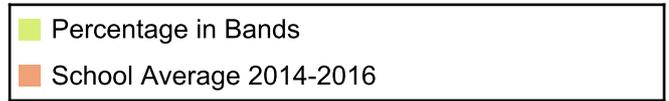
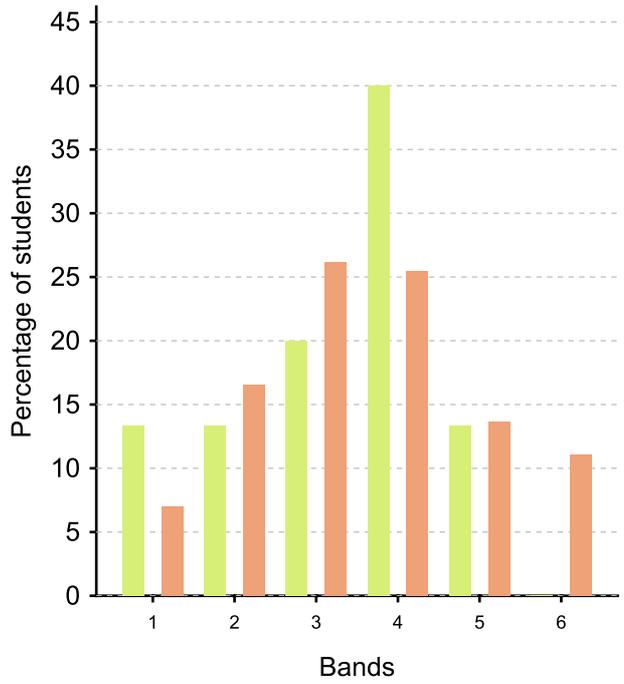
<Use this text box to comment on literacy NAPLAN data>

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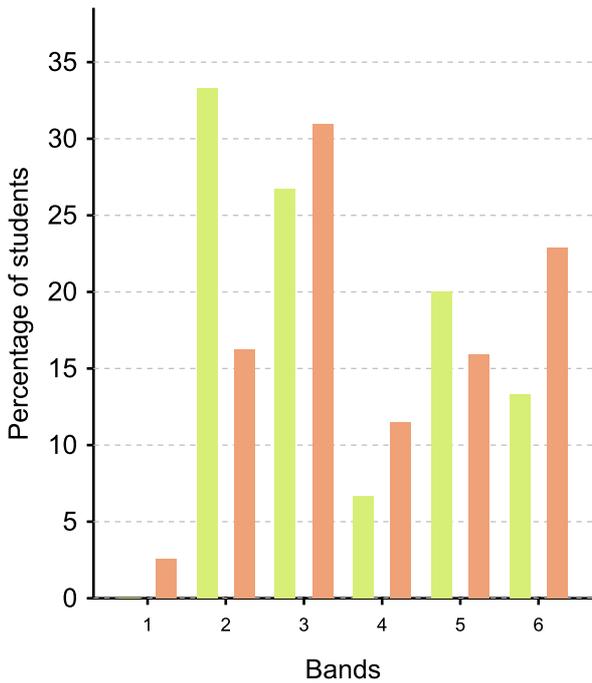
Percentage in bands:
Year 3 Grammar & Punctuation



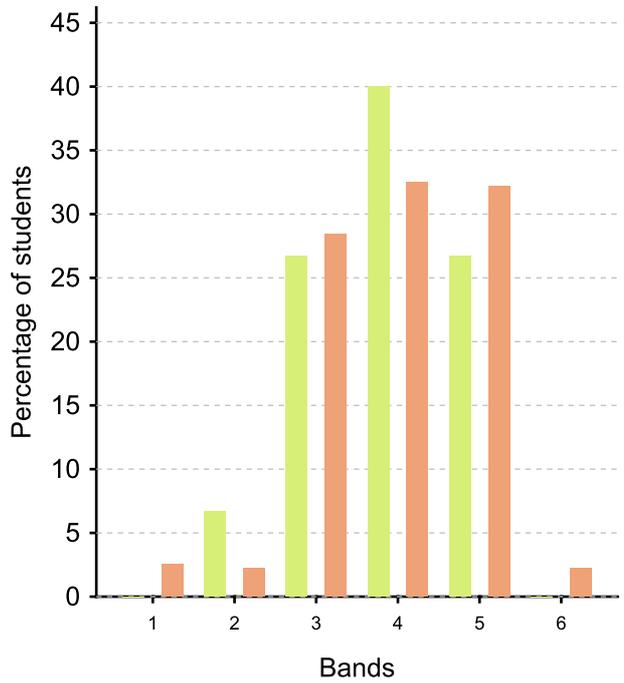
Percentage in bands:
Year 3 Spelling



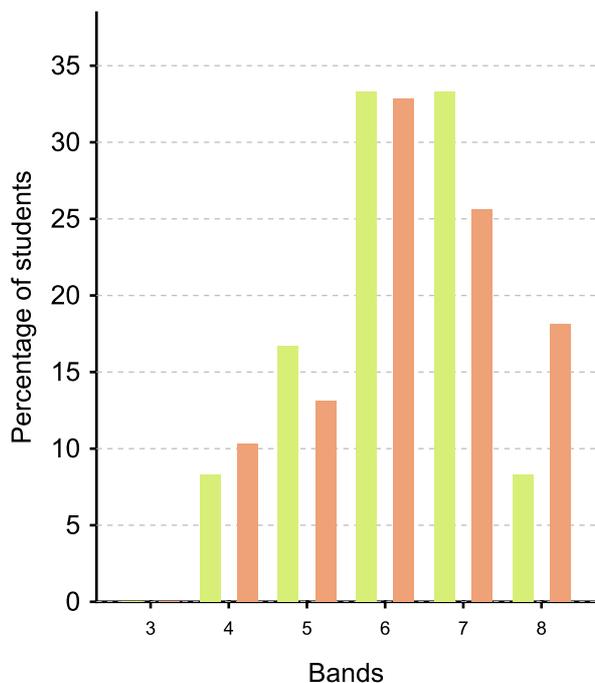
Percentage in bands:
Year 3 Reading



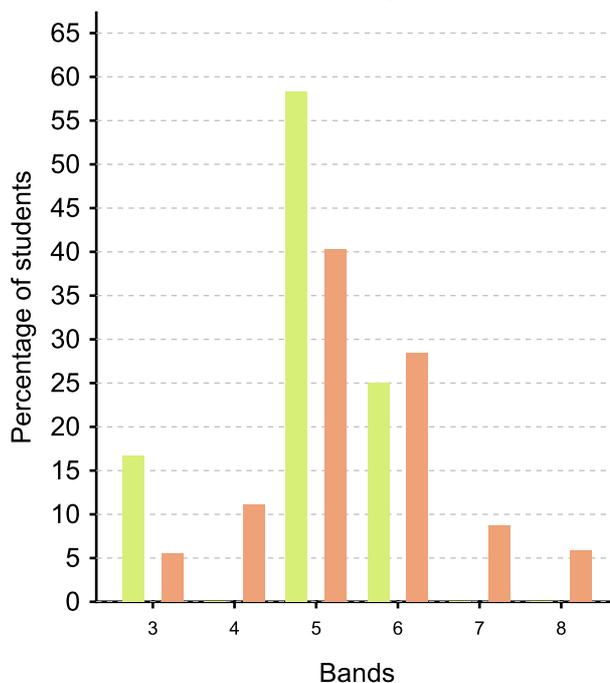
Percentage in bands:
Year 3 Writing



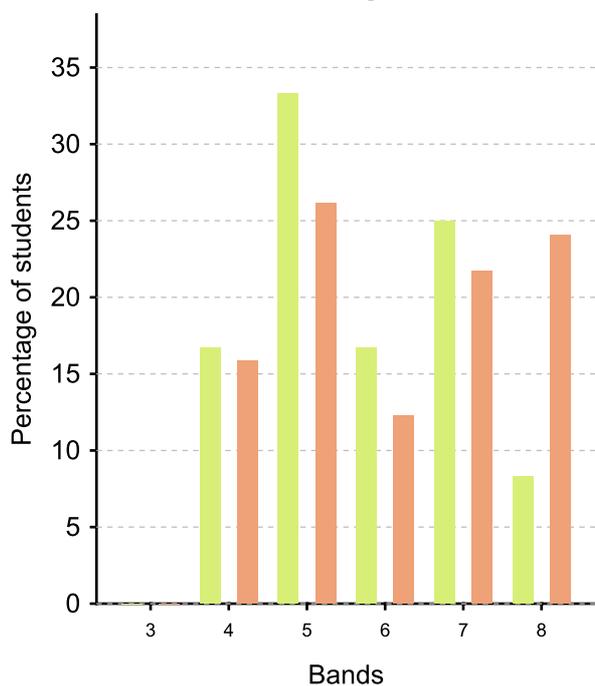
Percentage in bands:
Year 5 Grammar & Punctuation



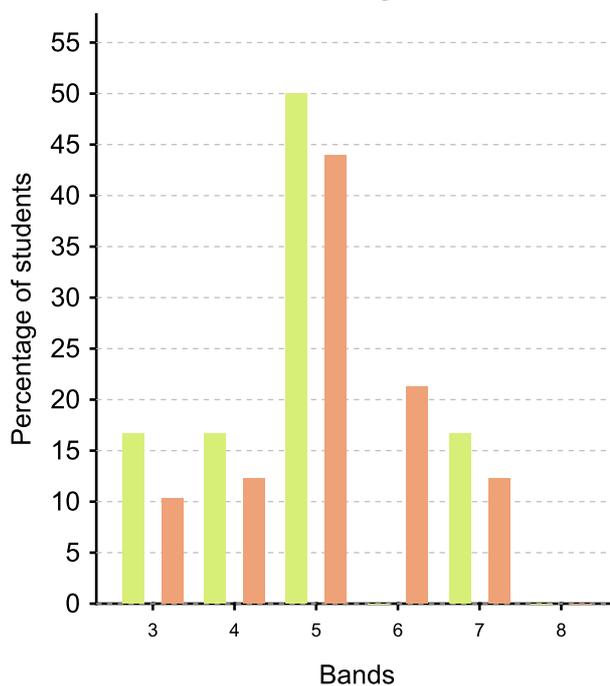
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



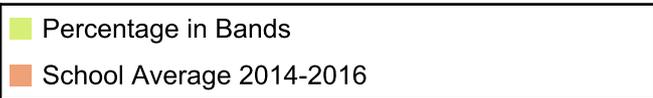
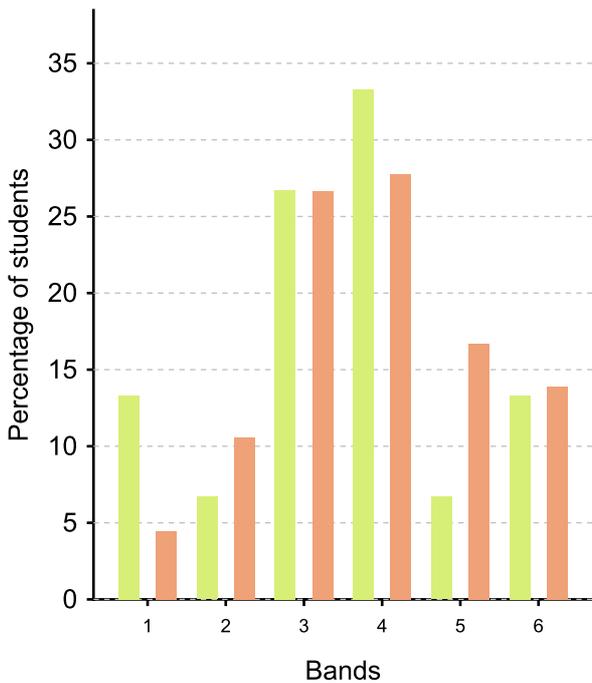
Percentage in bands:
Year 5 Writing



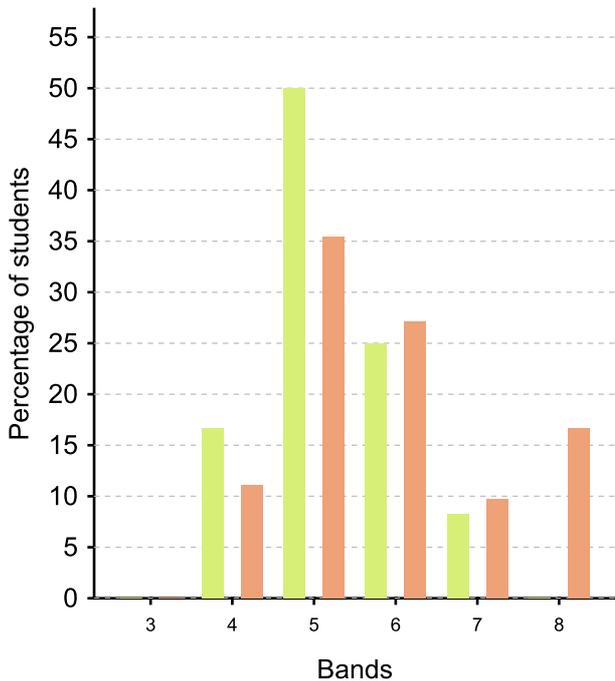
<Use this text box to comment on numeracy NAPLAN data>

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Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



select GO to access the school data.>

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<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teaches about the school. Their responses are presented below.

how did Bonville Public School rate?

30% of families rated our school 8 out of 10. 50% of families rated our school at 9 out of 10. 30% of families rated our school a 9 out of 10.

Some comments included:

- Teachers approachable
- Amazing communication
- Great parent involvement, dedicated teachers and staff
- All students enthusiastic
- Wide variety of activities offered
- The school is becoming over crowded
- Amazing school run by amazing teachers
- Level of education exceeded my expectations
- I'm at peace knowing my children are happy, safe and well educated
- Congratulations on another successful year at Bonville Public School, big thankyou to our beautiful, wonderful teachers and staff.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

Policy requirements

Aboriginal education

Bonville Public School has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in 2016.

- Stage 3 students attended a dedicated day of learning experiences with BBCOS for NAIDOC Day
- NAIDOC day was celebrated with a variety of classroom activities and visiting refugees from Coffs Harbour High School
- PLP's are developed for Aboriginal students in consultation with parents and teachers
- Supporting teachers in Lesson Study for reflective conversation and feedback

Multicultural and anti-racism education

Bonville Public School continues to promote multicultural education through a range of initiatives.

- Teachers recognise and respond to the cultural needs of the school community
- Teaching and learning programs supported the learning needs of all backgrounds.
- Bonville celebrated Harmony Day as well as the CWA Country of the Year.