

Bonshaw Public School

Annual Report



2017



1296

Introduction

The Annual Report for **2017** is provided to the community of **Bonshaw 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.

John Beach

Principal (Relieving)

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Message from the Principal

2017 has been yet another year filled with success for the staff and students of Bonshaw Public School.

The students have worked well this year. Along with the standard English, Mathematics, Science, History, Geography, PDHPE, Sport and Creative and Practical Arts the students engaged in additional learning. Term 1 we focussed on ANZAC Day preparations and the history of war. All of the students were highly engaged and were commended for their display of work. Term 2 had the students working on Country Women's Association Country of Study (CWA CoS) researching all they could about Nepal. They enjoyed guest speakers and watched documentaries that helped their research along with books and the internet. Students were successful this year in their power point presentation being again advanced through to State level in May of 2018. Term 3 the senior students completed an independent research project preparing them for all the sights of Canberra as we joined a group of small schools for a week in the ACT. Term 4 was spent preparing for the end of year performance *The Witches* adapted from the book by Roald Dahl.

Throughout the year students have joined with other small schools to complete learning, attend camps and continue to develop social skills. We welcomed visitors into the school for Jump Rope for Heart, gymnastics, netball, Scripture and more.

The academic achievements for 2017 were also outstanding with students receiving above the highest band in NAPLAN, distinctions in the ICAS exams and making impressive learning advances in the classroom.

I am proud to have led an amazing team of staff to support the students as they learn, grow and achieve amazing things.

Krystal Magann

Principal (2017)

Message from the school community

Thank you to our staff for your dedication to our children, their education & their wellbeing – Krystal, Pauline, Kim, Kim, Mycall and Leah. You have all shown great commitment and we are extremely appreciative.

Our small P&C has achieved plenty this year, with our major fundraiser event – being our trivia night setting a new and impressive fundraising PB of over \$12,000. This achievement was due to hard work & a team effort from all members of our P&C and it is wonderful to have all parents involved and supportive. We also need to thank our local community & the businesses who support us year after year, with valuable donations, sponsorship & by turning up at our events!

The P&C contributions in 2017 included:

- \$5,5000 towards school excursions: Our Yr 5/6's had a fantastic excursion to Canberra & the whole school attended Lake Keepit Small Schools Recreation Camp
- \$2,000 towards funding ½ the cost of the annual music program enabling each student to have a weekly individual piano / guitar lesson
- \$2,200 donation to the school for the purchase of kitchen equipment to enable students to use the new facilities resulting from the kitchen upgrade
- \$500 donation to Stewart House
- \$300 to cover the cost of a visiting netball clinic during 2nd term

The P&C also assisted significantly in the running of a highly successful small schools combined athletics carnival at Bonshaw Public School & it was wonderful to see 7 other schools & over 200 participants & spectators on the day.

We wish Kane Mulhearn all the best as he completes 7 years at Bonshaw Public School & moves onto high school in Texas next year and a big thank you to Kane's mum, Debbie who has been an active member of our P&C assisting with many fundraisers & attending many meetings over the past 7 years.

Finally, on behalf of the P&C, I would like to take this opportunity to thank Krystal for her contribution to our school over the past 4 years. We wish her well in her next position.

Michelle Ramsay

Secretary

School background

School vision statement

Working in partnership with the community to create a stimulating, safe, supportive and disciplined learning environment, in order to build students as actively engaged self-directed 21st Century learners that will prepare them to be well rounded, creative and informed global citizens.

School context

Bonshaw PS is a rural and remote P6. The school receives equity loading and is geographically isolated. The school community was allocated a Family Occupation and Education Index score of 39 averaged over 2013–14.

Bonshaw PS maintains small student enrolments, with students spending most of their time each week as a single K–6 class.

The school is staffed with two teachers and three support staff. One a full-time permanent teaching principal and one part-time temporary teacher working towards accreditation at professional competence. We have a SAM working five days per fortnight, a SLSO who works across the school nine days per fortnight and a GA one day per week.

The school enriches its educational programs through collaboration with other small schools, both for teaching and learning activities and staff training and development.

There has been a focus on creating a learning environment in which students are comfortable engaging in intellectual risk taking and are valued as whole individuals. Classroom practice is informed by evidence-based programs and integrates a range of ICT to facilitate dynamic and engaging learning experiences. Programs include strategies that effectively moderate the effect of geographic isolation and ensure that every student has the opportunity to succeed academically, socially and emotionally.

While the record of growth in student proficiencies as measured by the National Assessment Program – Literacy and Numeracy evidences the positive work of the school, there is data of limited value given the small student cohorts undertaking assessment.

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. 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.

Community consultation was widespread and sought the views of all members of the school community. Several meetings of parents and community members workshopped a vision of the school's future directions. Using the SEF domains, priorities and medium-term goals for BPS were identified and clarified.

Our rigorous self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The process of self-evaluation has helped shape our 2018–2020 strategic planning.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in teacher professional practices and community partnerships

Purpose

High quality educational teaching and learning practice and leadership at the core of quality outcomes to students. Building the capacity in individual students to be engaged, empowered learners achieving to their potential

Strengthening and maintaining community partnerships to extend the skill base and support learning opportunities for all students.

Overall summary of progress

Process was implemented to identify individual students that required additional learning support and the implementation of specific learning programs occurred to improve student outcomes. Evidence indicated that there was visible growth in individuals who were provided with additional support.

Teaching and learning programs continued to be of a high standard, engaging students and providing numerous opportunities for students to engage in extension learning tasks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff and leaders have high expectations to provide comprehensive, quality teaching and learning programs leading to engaged students.	Muliti-Lit program, training and SLSO support.	Comprehensive, engaging teaching and learning programs implemented across the K-6 classroom including the provision for additional support for those individuals identified. Kindergarten transition was engaging for the new students and provided staff with vital information to enable successful future planning.
All Beginning Teachers are supported through structures implemented in line with new Performance and Development Framework	No funds expended – meetings held out of school hours due to inability to access casual teachers.	Performance and Development Framework followed, program reviewed and discussions relating to students performance held regularly.
An increase in programs /events implemented across the school involving wider community	Travel costs to Mingoola and Texas	Mother's and Father's Day had a 90% attendance rate of parents. Increased engagement with Mingoola PS. Country Women's Association luncheon and presentation continue to strengthen the relationship between Bonshaw CWA and BPS.

Next Steps

Begin 2018 – 2020 School Plan process by consulting with parents, staff and students on the success of the 2015 – 2017 strategic directions and where improvements are required to continue to engage the students in differentiated learning.

Strategic Direction 2

Students learning through innovative and inclusive curriculum achieving 21st Century capabilities

Purpose

Engaged 21st Century teaching and learning programs through innovation and collaboration in order to prepare each individual to enter the world as responsible, socially and emotionally sound individuals with a positive state of well-being.

Overall summary of progress

2017 showed an increase in the use of digital technologies across the school for learning and connecting with peers. Students demonstrated their maturity and improved social skills as they engaged in numerous learning activities with a number of schools. Regular learning with Mingoola PS provided opportunities for social skill and resilience development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will be engaged in learning and communicating through digital technologies with peers and students from other schools		Senior students increased their use of digital communication both inside and out of the school. Joint digital work with Mingoola students
Improved social confidence and awareness demonstrated by students	Canberra and Lake Keepit excursion costs Costs to travel to other schools	Senior students joined with 3 other small schools for Canberra excursion – this tested social skills and resilience as students were in mixed groups. This was also evident at Lake Keepit.
The school uses feedback from the key stakeholders to indicate an increase in knowledge and understanding of 21st Century teaching practices and learning capabilities		Parental feedback was positive.

Next Steps

Begin 2018 – 2020 School Plan process by consulting with parents, staff and students on the success of the 2015 – 2017 strategic directions and where improvements are required to continue to engage the students in innovative and inclusive learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Additional SLSO time	Implementation of Multi-Lit program Implementation of program from Dubbo Centre for Effective Reading – 1 on 1
Socio-economic background	Kitchen ingredients, gardening materials Additional SLSO time	Cooking and gardening implemented fortnightly. 1 on 1 learning support

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	7	7	8
Girls	3	7	7	5

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.7	94.3	96.9	88.8
1	100	97.8	99.2	89.4
2	98.7	100	96.4	92.1
3	96.2	97.5		94.3
4	97.5	92.4	89.9	
5		96.6	96.3	89.3
6		98.7	83.8	96.7
All Years	97.9	96.6	94.9	91.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1		94.1
4	94.9	94	93.9	
5		94	93.9	93.8
6		93.5	93.4	93.3
All Years	94.9	94	93.9	93.9

Management of non-attendance

Attendance at school is compulsory for children and any absences, whole or part day, must be explained to the school via a parent note, phone call or text message within seven days of the absence.

Regulations require the school to send a letter home whenever a child has been away for two or more days without the school receiving an explanation. Extended absences for holidays or visits to separated parents MUST be approved by the Principal following an exemption application being submitted prior to the absence. This form is available from the front office.

Late students are expected to join the class immediately and inform the teacher of their arrival. Parents / carers collecting a child early must do so from

the classroom. Students will not be sent to the gate to wait for parents.

Home School Liaison Officers (HSLO) are appointed by the Department of Education to investigate long, short and partial absences when a child misses more than 15% of the year (approximately 30 days) or if a pattern of absenteeism warrants investigation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.23
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.08
Other Positions	0

*Full Time Equivalent

No member of staff choose to identify as Aboriginal at this time.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning is undertaken by all staff members to support the development of professional knowledge and understanding. An increase in professional knowledge and understanding leads to the positive improvement of learning outcomes of our

students.

Currently only one member of staff is participating in the accreditation process.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	51,952
Global funds	74,557
Tied funds	23,476
School & community sources	11,007
Interest	643
Trust receipts	1,486
Canteen	0
Total Receipts	111,169
Payments	
Teaching & learning	
Key Learning Areas	6,934
Excursions	10,676
Extracurricular dissections	21,070
Library	452
Training & Development	78
Tied Funds Payments	19,769
Short Term Relief	1,640
Administration & Office	16,510
Canteen Payments	0
Utilities	5,552
Maintenance	8,237
Trust Payments	2,351
Capital Programs	14,269
Total Payments	107,540
Balance carried forward	55,582

includes reporting from 3rd February 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	58,645
Appropriation	55,582
Sale of Goods and Services	321
Grants and Contributions	2,743
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-26,482
Recurrent Expenses	-26,482
Employee Related	-17,177
Operating Expenses	-9,305
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	32,163
Balance Carried Forward	32,163

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary

	2017 Actual (\$)
Base Total	266,926
Base Per Capita	2,140
Base Location	17,157
Other Base	247,629
Equity Total	20,675
Equity Aboriginal	0
Equity Socio economic	10,157
Equity Language	0
Equity Disability	10,517
Targeted Total	682
Other Total	24,554
Grand Total	312,837

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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.

Due to the small cohort we are unable to report on NAPLAN results.

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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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Parent/caregiver, student, teacher satisfaction

Parent and student survey conducted and responses are listed below

Positive and Interesting aspects of Bonshaw Public School

- Very small, quiet, remote, lovely environment.
- Positive behaviour system including rewards and badge progressions.
- Individualised learning programs in accordance with student ability levels and capabilities.
- Great resources and facilities.
- Awesome team of staff.
- Proactive when trouble does occur.
- Communication between home and school is excellent.
- Positive student teacher relationships.
- Teachers like to challenge us (students) in as many educational and behavioural ways as possible.
- The vegetable garden, chickens and cooking programs.
- One on one student attention providing additional support if needed and ensuring students feel important.
- 100% P&C commitment to be involved in implementing programs including music and sports.
- Nine day fortnight is a huge positive.
- Combined excursions and events with other schools provides great opportunities for our kids.
- Kindergarten transition program has been highly beneficial.
- Structured classroom, routines and organised school days are extremely important for ADHD and spectrum students.
- The grounds are well maintained and always look beautiful
- Values and manners are instilled in everyday practice setting positive examples for students
- Mothers / Fathers day events

Suggested areas for Improvement include;

- More organised sports with qualified coaches like gymnastics and netball.
- Student involvement in district concerts and eisteddfods.
- Bike riding around the oval at lunch times.
- Formal parent meetings regarding academic progress and information sessions detailing program delivery every term.
- Installation of football posts on the oval.
- More parent involvement in the classroom on a daily basis.

Policy requirements

Aboriginal education

Aboriginal Education is embedded throughout the teaching and learning programs. Significant days are acknowledged and a number of learning activities are completed.

Multicultural and anti-racism education

Awareness of multiculturalism and anti-racial behaviour is modelled and embedded in teaching and learning programs across the school.