Our school at a glance

Students
The student population was 104 in 2010.

Staff
Bonville Public School is staffed by five full time teachers. Casual teachers are employed to support teachers and student learning for three days each week. The additional staffing is provided by departmental allocations and from our global budget. The additional staffing is used for a teacher librarian, release time for classroom teachers, music and band programs.

Significant programs and initiatives
An extensive program in technology is conducted for all students and is taught by highly computer literate staff. All teaching areas have an Interactive Whiteboard or Connected Classroom. A specialist teacher is employed to coordinate school band, choir and recorder groups to supplement classroom music programs. A Peer Support program is implemented for developing interpersonal relationships between the students and giving them training in leadership. Primary students are involved in the Student Parliament, learning democratic principles and being involved in decision-making. All students are involved in sport including a fundamental movement skills program in daily fitness, school and PSSA sport. School carnivals are held in swimming, cross country and athletics. Students participate in the School Swimming Scheme and RLSS Swim and Survive Awards. Other special programs include Chess, Public Speaking, Murder Under the Microscope (an INTERNET science based inquiry program), CWA International Day, School Socials, End of Year Concert and a wide range of excursions (including Canberra and Snowy Mountains).

Student achievement in 2010

Literacy – NAPLAN Year 3
The results were spread with one student in band 1 and one student in Band 2. Eighty-four percent of students were placed in Bands 3, 4, 5, and 6.

Literacy – NAPLAN Year 5
The results were spread with one student in band three and ninety-one percent of students were placed in Bands 4, 5, 6, 7 and 8.

Numeracy – NAPLAN Year 3
The results were spread with one student in bands 1 and one student in band 2. Eighty-four percent of students were placed in Bands 3, 4, 5, and 6.

Numeracy – NAPLAN Year 5
The results were spread with one student in band three and ninety-one percent of students were placed in Bands 4, 5, 6, 7 and 8.
Messages

Principal’s message

Education at school and raising a child at home, have many similarities. The old saying of ‘You get what you give’ is so true. Any investment of money OR TIME in a child’s education or positive interaction at home will pay dividends well into the future. By this I DON’T mean electronic games, DVDs or things to ‘keep the kids amused!’ I mean a genuine investment of your time and money on worthwhile inclusive activities. Go on a family holiday – forget TV, videos and the like – play board games as a family, teach your kids how to play cards, go fishing together. Have family fun.

The time and money you invest in your children will be paid back to you a thousand times in the next twenty, thirty or so years. Invest wisely for the greatest rewards.

We have many students whose parents have invested wisely in their children. As parents we sometimes question whether we are doing the right thing when raising our children. If you feel as a parent that maybe you haven’t invested as wisely as you could have, don’t despair, there is still time.

Opportunities – In addition to modern and effective teaching in the ‘basic skills’ of English and Mathematics, Bonville Public School offers chess, choir, band, debating, public speaking, a student parliament, a wide variety of excursions, peer support, gymnastics, modern technology, an experienced staff, specialist music lessons, daily fitness, swimming, athletics, cross country carnivals, School Swimming scheme, CWA International Day, school socials, end of year concert.

The activities outlined above are ‘opportunities’. The teachers have the belief that it is our responsibility to give all students a wealth of opportunities which present them with educational experiences beyond the four walls of the classroom. Modern education is far more than the old idea of children spending every moment at school with their teacher learning the three R’s.

At Bonville Public School we believe our responsibility, as teachers, is to develop the ‘whole’ child. We need to give educational opportunities which develop academic and social skills while developing emotionally sound and socially conscious individuals.

While the technology revolution has and is taking place, we at Bonville Public School still celebrate the wonderful caring nature of our students, the support and cooperation of our parents and the dedication of our staff (both teachers and SASS staff). The students at Bonville Public School get a great education in a school with the great traditions of ‘have a go’ and ‘fair play’. We believe we grow great kids at Bonville Public School.

The future of Bonville Public School is assured by the wonderful, supportive parents we have and their delightful children. The staff will ensure that the students will continue to get the best educational opportunities we can offer.

We are proud of the school, our students, parents and staff.

We have had a great 2010 and look forward to a fantastic 2011.

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.

David Lee

P & C message

Bonville Public School P&C Committee has had another very successful year. With dedicated committee members and support from parents our bank account has been able to fulfil the school’s requirements and needs that otherwise would not be available.

This year the P&C’s major funding event was the mid-year Melodrama. With an outstanding effort from all the parents and friends involved in the four night show, ‘Love, Peace and the Guru’. This event could not be possible without the support from our local businesses, which provided donations and raffle prizes, and the generosity of the community for attending each show. Special mention of thanks to Ky and Dan, the kitchen coordinators and the parent volunteers who helped with catering and preparing the hall each night. Also a big thank you to Cylie Brown for all
of her hard work and many hours put into writing and directing the play.

Just some of the things we provided for the school are $1450 worth of library books, $1500 worth of Guided Reading books for the classrooms and we also supplied several lunches for class excursions to make them more enjoyable for the children.

Another major accomplishment this year was the working bee. A wide range of things were achieved including painting the front fence, which made the school more appealing, weeding and mulching all gardens and jet washing all concrete paths for future art works. A big thanks to all volunteers who helped on the day.

Our canteen has been performing well thanks to the dedication of Tara English and all parent helpers. Also thanks to Saskia Campbell for maintaining the school uniforms and lost property. A big thank you to Anitsa and Tony Hely, our joint P&C Secretaries, Ky Knight our Treasurer and Derek Ridgley our Vice-President.

We look forward to another challenging year in 2011. On behalf of all parents involved in the P&C Association I would like to wish everybody a Merry Christmas and a Happy New Year.

Norm Herdegen,
President,
Bonville Public School P&C Association

Student representative’s message

My name is Jack Steele.

I am going to talk about my time at Bonville School. I started at Bonville School in Kindergarten in 2004 as a short, scrawny kid and look at me now 7 years on, a short, scrawny kid. I followed in the steps of my big sister, Hannah and big brother Ben. My Dad, Warrick also attended this school a long, long, long, long time ago. My Dad was school captain of Bonville School and my sister was Vice-Captain so I was very proud this time last year when my name was announced as Captain for 2010.

I started at this school knowing not too much at all. I am now leaving with extensive knowledge in maths, English, science, geography, history, culture, art and sport to name a few.

Jack Steele

Good morning teachers, guests and fellow students. What happened to Year 6? The last thing I remember was our previous Captain, Lauren Steele standing on stage and announcing my name and now here I am about to announce the new Captain for 2011. Wow, where has this year gone...only six more days of Primary school.

Being School Captain has been wonderful. I’ve done things I would never have imagined doing, like placing a wreath and saying the Ode at the War Memorial in Canberra, saying the prayer at the Sawtell ANZAC Day Service and running our school assemblies, to name a few.

Being School Captain has improved my public speaking so much I can now stand up on stage and speak without mega butterflies in my stomach. Year Six has been the best year of school. Ever since I was in Year Two I have always wanted to be the top and be a leader, after watching so many people lead schools I reckon this is the best.

My years at Bonville have been great. I wouldn’t change anything, most of all the excursions. Last year we went to Lake Ainsworth for three days. It was amazing as we did Marine Studies and went canoeing (when I fell out trying to push it to shore). This year we went to Canberra. Wow, I can’t describe how good it was. The snow, Questacon and the zoo were just amazing.

To finish up I would like to thank all the teachers and staff who have helped me through these two years.

I love Bonville School, the teachers and all the students and could not imagine being at any other Primary School.

Taleah Marks
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

Student attendance profile

Management of non-attendance

Student non-attendance, while rare, is dealt with according to DET procedures.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

Kindergarten – 15 students
Year 1 – 18 students
Year 2 – 14 students
Year 3/4 - 27 students
Year 5/6 – 30 students
Staff information

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

Staff establishment

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
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<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
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<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>7.106</strong></td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were no staff members who identified as Indigenous in 2010.

Staff retention

The school retained 100% of 2009 staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

**Income**

- Balance brought forward: 35,997.29
- Global funds: 82,642.06
- Tied funds: 79,455.38
- School & community sources: 47,159.24
- Interest: 2,245.26
- Trust receipts: 8,076.21
- Canteen: 0.00

**Total income**: 575,444

**Expenditure**

- Teaching & learning
  - Key learning areas: 16,967.50
  - Excursions: 20,058.27
  - Extracurricular dissections: 24,009.72
- Library: 5,461.97
- Training & development: 357.19
- Tied funds: 56,508.50
- Casual relief teachers: 15,161.59
- Administration & office: 29,644.27
- School-operated canteen: 0.00
- Utilities: 14,312.56
- Maintenance: 8,458.17
- Trust accounts: 8,038.21
- Capital programs: 7,700.00

**Total expenditure**: 206,677.95

**Balance carried forward**: 48,897.49

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Training and development – a total of $49,277.00 was spent on training and development – due to financial tagging it is included in Tied Funds.

Administration and office includes consumables including student stationery, minor equipment, first-aid equipment, supplies, liquid hand soap, paper towel, photocopy paper and Principal’s release relief.

The balance carried forward includes $33,583.14 of tied funds to use for specific purposes.
**School performance 2010**

**Achievements**

**Arts**

All students have been busy completing projects, using a number of mediums such as paint, crayons, collage, timber, nails and computers. Children are encouraged to experiment and use their imaginations when dealing with different medium. They are also encouraged to look critically at their own and others’ work, assessing what has been successful and what needs improvement.

Six students actively participated in Gifted & Talented Art afternoons at Toormina High School.

Many of the children’s works were displayed at the Coffs Harbour Annual Show, the school library, the Craft room and in classrooms.

**Sport**

Bonville Public School’s sports program has continued to be all-encompassing and developmental. Sport opportunities vary from competitive interschool to play activity with skills development being the cornerstone.

Students are active in all skills lessons derived from active participation in the Daily Fitness Program. This culminates in Term 4 with the senior students organising and conducting activities as part of their Peer Support program.

Primary students are involved in ‘sport’ sessions where team sports, athletics and fitness are the focus. In 2010 we had representatives from District to Region in the following sports: Athletics, Swimming, Rugby League, Soccer, Netball, Basketball and Cricket.

Bonville Public School has maintained its high level of participation in the Premier’s Sporting Challenge by emulating last year’s success in achieving the highest level, ‘Diamond’.

In 2010 all students in Years 2-6 participated in the School Swimming Scheme at Coffs Harbour Memorial Pool. Beginning swimmers follow the DET awards while more advanced swimmers follow the RLSS Swim and Survive Awards. In 2010, the most advanced swimmers (level 7) achieved the Rescue Awards.

**Mystery Festival Day**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
### Literacy – NAPLAN Year 3

#### Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
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<tbody>
<tr>
<td>Average mark, 2010</td>
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<td>399.7</td>
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#### Spelling

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<td>390.7</td>
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### Writing

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<td>Average mark, 2010</td>
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<td>414.7</td>
<td>422.6</td>
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Grammar and Punctuation

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School Average 2008 - 2010: 10.3
SSG Average 2010: 6.4
State DET Average 2010: 4.1

Numeracy – NAPLAN Year 3

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<tr>
<th>Skill Band Distribution</th>
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School Average 2008 - 2010: 2.3
SSG Average 2010: 2.3
State DET Average 2010: 4.1

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 numeracy
Literacy – NAPLAN Year 5

Reading

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<tr>
<th>Skill Band Distribution</th>
<th>Band 3</th>
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<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
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<td>5</td>
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<tr>
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<td>16.7%</td>
<td>8.3%</td>
<td>41.7%</td>
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<td>20.4</td>
<td>14.8</td>
<td>20.4</td>
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<tr>
<td>State DET average 2010</td>
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<td>14.6</td>
<td>24.5</td>
<td>21.5</td>
<td>14.9</td>
<td>15.5</td>
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Average mark, 2010

- School: 530.3
- SSG: 480.2
- State DET: 489.0

Writing

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<th>Skill Band Distribution</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
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<tr>
<td>Percentage in band</td>
<td>9.1%</td>
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<td>18.2%</td>
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<td>36.9</td>
<td>15.3</td>
<td>9.5</td>
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Average mark, 2010

- School: 525.6
- SSG: 491.0
- State DET: 498.2

Spelling

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<th>Band 5</th>
<th>Band 6</th>
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<tr>
<td>Percentage in band</td>
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<td>22.9</td>
<td>12.1</td>
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Average mark, 2010

- School: 527.6
- SSG: 495.6
- State DET: 495.4
Grammar and Punctuation

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<th>Average mark, 2010</th>
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Data table

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<th>SSG average 2010</th>
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Progress in literacy

Reading

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<tr>
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<tbody>
<tr>
<td>School</td>
<td>106.6</td>
<td>86.7</td>
<td>71.5</td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DET</td>
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<td>88.4</td>
<td>83.4</td>
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Numeracy – NAPLAN Year 5

<table>
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<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
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</thead>
<tbody>
<tr>
<td>479.1</td>
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Data table

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<th>Percentage in band</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State DET average 2010</th>
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Writing

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</tr>
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<td>State DET</td>
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</table>
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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 are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
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<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

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<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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</table>

Significant programs and initiatives

Student Leadership/ Respect and responsibility

Respect and responsibility are the core themes in a range of the student leadership activities. Student leadership is an integral part of the many aspects of Bonville Public School including the PD/H/PE program, involving students in School Parliament, Peer Support, School Sport and the School Concert as well as other less-formal activities.

School Parliament, modelled on Federal Parliament, involves students from Yr 3 to Yr 6 in activities such as: students forming Parties, campaigning and voting for leaders; taking on responsibilities such as Ministerial positions and reporting to the Parliament; proposing, debating and voting on motions which are then discussed by staff and following protocol. Parliament builds self-confidence, peer respect, an understanding of democracy, logical thinking and speaking and listening skills.

In Peer Support, Yr 6 students attend a peer support camp, then utilise and practise skills and techniques learned, in a variety of ways: Peer Support lessons where leaders (all of Yr 6) engage a group of 5 to 8 students, K-5, in various activities contained in the Peer Support Program developed by the Mid North Coast Behavioural Support Team. These students also take PE groups as part of the Daily Fitness Program and are responsible for a variety of decisions and support activities at School Carnivals.

Aboriginal Education

The goals of the Aboriginal Education Policy are enhanced through the integration of school plans, programs and practices. Studies of contemporary and traditional Aboriginal society and culture have been a focus of our Visual Arts, Human Society and its Environment, and English curricula.

There are Individual Learning plans in operation for each Aboriginal student.

COGS (Connected Outcomes Groups) units are used to develop an understanding and awareness of Aboriginal history and culture. Children developed an understanding of aboriginal culture and history through activities during NAIDOC Week. An Aboriginal speaker shared her experiences and knowledge with the students and staff. A Welcome to Country was introduced into our school assemblies.

We acknowledge the traditional custodians of this land, the Gumbayngirr people.

Our school is in beautiful coastal country. We recognise their long history on this land and their care of this land for thousands of years.

We would like to pay our respects to the elders past, present and future and thank them for allowing us to live and learn on their lands.
Multicultural education

Bonville Public School promotes community harmony through school policies and practices which counter racism and intolerance by developing an understanding of cultural differences.

Tolerance and a better understanding of cultural differences is achieved at BPS through special events and teaching practices which recognise and value the backgrounds and cultures of all students.

Teaching and learning programs foster an open and tolerant attitude towards different cultures and religions.

In 2010 Bonville Public School celebrated Harmony Day. There was a colouring competition, guest speakers from different cultures and a lunch provided by the P&C Assoc.

The students were also involved in a presentation of the country Scotland for the local CWA as part of their International Day. This involved students researching and learning about Scotland, the people’s culture and beliefs.

Connected learning

With all teaching spaces having an Interactive Whiteboard or Connected Classroom and high speed Internet connection coupled with forty-five desktop computers and eighteen laptops in the school, each student is learning every day using the latest computer technology available.

Band and Choir

Bonville Band

‘Bonville Bandits’ was formed last century (circa 1991), and the band has played on special occasions every year since then. The band is part of the culture of Bonville Public School, with over a quarter of all primary students being involved at some stage. Many students continue to study and play music through high school and beyond.

Ms Nicola Fraser is the band tutor/coordinator.

Bonville Infants Choir

The Infants Choir met weekly and was introduced to a variety of musical activities which included choral singing. The children learnt items for the end of year concert and performed a range of songs at local pre-schools.

Primary Choir

Bonville Public School is very proud of its choir. Choir is part of the school culture and students enjoy the experience of performing in front of an audience.

Bonville Public School choir is also an integral part of our end of year school productions. The choir readily performs on special occasions and makes visits to various community venues to showcase its talent.

Ms Nicola Fraser is the choir instructor.

Chess

We began the year with a school competition with children from Years 2 - 6 competing. From this competition nine students competed for their position in the Bonville Public School A and B Chess teams. These teams then went on to compete in a Regional tournament on two separate occasions, coming fourth and second.

Australian Schools Competitions

Bonville PS was well represented again in the UNSW ICAS academic competitions. All year 3-6 students are encouraged to participate. The competitions were Science, Computer, Mathematics, English, Writing and Spelling. Hundreds of thousands of students from all over Australia, New Zealand, Asia and other countries participate in these competitions.

Students achieved a total of eight Credits (top 25%), fifteen Distinctions (top 10%) and one students achieved a High Distinction (top 1%). Many other students scored just out of the credit range so this might give them a challenge to get that extra mark or two next year. These results are gained against students from selective schools, wealthy private schools, schools with gifted and talented classes and so on – well done.
Technology

The school library has a bank of 23 computers in the Library, for ease of instruction. There are also six computers in each of three classrooms for the individual use of students. Eighteen laptops also ensure flexibility within the classrooms and library.

The library bank, supplemented by laptops, is utilised in a structured K to Yr 6 grade program. The use of computer technology is cross-curricular, enhancing learning experiences in English, HSIE, Science, CAPA and Mathematics in particular. Classes are also rostered to utilise this resource as part of the KLA’s. All students are familiar with accessing data over the school’s ‘Sentral Server’ which is backed up remotely, daily, by GP-Technology. Students are engaged in a wide range of computer activities such as organising text and graphics, audio-visual, data, graphing, organising presentations, researching, file management, digital images, email, movie making, audio editing and many more.

All students have been logged onto the Internet Portal and students are using the Internet and Email, fully aware of the protocols. Access has been simplified by the use of GP-Technology’s ‘Sentral’ web page.

Drug Education


The school is committed to a Sun Safe policy for all students within its care. The P&C supports the wearing of hats and has a broad brim hat as part of its uniform policy and introduced sun glasses (optional) as part of the school uniform.

Drug education is part of each class program and is taught in consultation with the NSW DET Drug Education policies and curriculum.

The P&C operated school canteen continues to promote healthy food choices.

Bonville Public school participated in Peer Support Groups which involved building the knowledge and skills of older students to be trained peer leaders. These students were then given the opportunity to lead small groups, involving students from K-6, to participate in various activities and scenarios involving drug education outcomes. The students enjoyed these activities and were fully engaged in their learning developing valuable leadership and life skills.

Parents and Citizens Association

Parent Involvement

The major fundraiser for the P&C in 2010 was the Theatre Restaurant nights which raised $6853.89. The drama, ‘Peace, Love and the Guru’, was conceived, written and directed by a parent, Cylie Brown. All acting, sets and catering were carried out by parent volunteers.
Progress on 2010 targets

Target 1
80% of Yr 3 students achieve Band 3-6 in Literacy and 90% of Yr 5 students achieve Bands 5-8 in Literacy.

Our achievements include:
In 2010 92% of Year 3 students were achieving at, or above, the National Assessment Program Literacy minimum standards.
In 2010 93% of Year 5 students were achieving at, or above, the National Assessment Program Literacy minimum standards.

Target 2
80% of Yr 3 students achieve Band 3-6 in Numeracy and 90% of Yr 5 students achieve Bands 5-8 in Numeracy.

Our achievements include:
In 2010 92% of Year 3 students were achieving at, or above, the National Assessment Program Numeracy minimum standards.
In 2010 93% of Year 5 students were achieving at, or above, the National Assessment Program Numeracy minimum standards.

Target 3
100% of students Year 2 to Year 6 use Sentral Server to store and access data.

Our achievements include:
100% of Year 3-6 students use the Sentral server on a regular basis with Yr 5&6 students using it on a daily basis.
Year 2 students are aware of the server and their folder and its uses. Use by these students is still on an irregular basis.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Students Welfare and Engagement and Mathematics.

Educational and management practice

Student Welfare and Engagement

Background

It is vital that schools regularly evaluate not only their programs and plans but ensure that the parent body sees educational and social benefits for their children in the implementation of such programs.

Findings and conclusions

The written parent surveys consisted of eleven statements and parents were asked to rate the statements: Strongly Agree, Agree, Disagree, Strongly Disagree or Don’t Know.

Of the thirty two completed surveys the responses were as follows.

I feel that Bonville Public School is a good school to learn in.
Strongly Agree 20/32
Agree 12/32
Disagree 0/32
Strongly Disagree 0/32
Don’t Know 0/32

Bonville PS has good teachers.
Strongly Agree 18/32
Agree 14/32
Disagree 0/32
Strongly Disagree 0/32
Don’t Know 0/32
**Student Achievements are recognised by the school.**

- Strongly Agree 19/32
- Agree 12/32
- Disagree 1/32
- Strongly Disagree 0/32
- Don’t Know 0/32

**All students are treated fairly at Bonville PS.**

- Strongly Agree 18/32
- Agree 13/32
- Disagree 0/32
- Strongly Disagree 0/32
- Don’t Know 1/32

**My child/children enjoy coming to school at Bonville PS.**

- Strongly Agree 24/32
- Agree 8/32
- Disagree 0/32
- Strongly Disagree 0/32
- Don’t Know 0/32

**Our school’s culture and practice respects and responds to every student’s aspirations and learning potential.**

- Strongly Agree 17/32
- Agree 9/32
- Disagree 1/32
- Strongly Disagree 0/32
- Don’t Know 4/32

One survey had no response to this question.

**Our school has an all-round and balanced education program.**

- Strongly Agree 14/32
- Agree 14/32
- Disagree 1/32
- Strongly Disagree 0/32
- Don’t Know 2/32

One survey had no response to this question.

**Teachers K-6 offer challenging academic programs.**

- Strongly Agree 14/32
- Agree 12/32
- Disagree 1/32
- Strongly Disagree 0/32
- Don’t Know 5/32

**Teachers at the school are approachable.**

- Strongly Agree 21/32
- Agree 10/32
- Disagree 0/32
- Strongly Disagree 1/32
- Don’t Know 0/32

**When working with teachers, I feel comfortable that they have my child/children as their main concern.**

- Strongly Agree 17/32
- Agree 13/32
- Disagree 0/32
- Strongly Disagree 0/32
- Don’t Know 2/32

**The school executive (Principal and Assistant Principal) are always approachable.**

- Strongly Agree 25/32
- Agree 7/32
- Disagree 0/32
Strongly Disagree 0/32
Don’t Know 0/32

In addition to the statements above, provision was made for parents to make any comment about student well-being and engagement at Bonville PS, they felt was warranted. These comments, taking into account confidentiality, were as follows:

Bonville is a beautiful small school that as such is able to provide a nurturing environment for its students to achieve in. The teachers know all the students and the Bonville community is part of the school ‘family’. I wouldn’t want to send my children anywhere else and feel privileged to have them attend Bonville PS.

My son loves coming to the school every day and I don’t have any doubts that Bonville PS is the best. The Principal and teachers are so personally involved in our child and his well being and development and education like at no other school my son has attended so far. We could not be more grateful. By sending our son to Bonville PS we made the best decision of our lives. Bonville PS has (I believe) the best support teacher (Mrs Jan Moran) in the country – knowledgeable, passionate and compassionate. My son is in the best hands.

I feel confident that my children will be well cared for at Bonville.

Thanks for all your good works.

Very big support for my family of three children – much thanks.

Comment regarding all-round balanced education – I have concerns over the lack of sport that Kindy has had this year – a major part of their time was spent dancing as sport, I question this choice. As my child is in Kindy I am unsure of whether the learning material is challenging.

Future directions

The staff will continue to monitor and note parent concerns and suggestions.

Curriculum

Mathematics

Background

An evaluation of mathematics was conducted as part of our ongoing endeavour to improve teaching and learning in all Key Learning Areas.

Findings and conclusions

Most parents verbally surveyed felt that the school keeps them informed about student progress in maths; all parents surveyed agreed that mathematics is an important subject and that their child has developed new skills and knowledge during the year. Most parents agreed that the school was well resourced to teach mathematics. Some parents were uncertain about how maths was taught but felt confident to assist their child at home.

Teachers were surveyed about the effectiveness of the program used throughout the school. All agreed that it offered a range of opportunities for excellent, hands-on activities which are engaging but could be improved.

Many student responses demonstrated that they believed that it was important to learn mathematics and most enjoyed maths lessons. The overwhelming response was that the students enjoyed practical “hands on” activities and the majority of students were happy with their level of competency in maths.

Future directions

All teaching staff will review their teaching of mathematics and the resources available. Greater use of the Interactive Whiteboards and Notebook software could enhance the teaching of mathematics across the school.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In addition to the written survey the parents were asked: “Would you recommend this school to someone else?”

The responses were over a grading of 1 – 10 with 1 being NO and 10 being YES.

Score of 1 – nil
Score 2 – nil
Score 3 – nil
Score 4 – nil
Score 5 – nil
Score 6 – 2
Score 7 – 1
Score 8 – 3
Score 9 – 8
Score 10 - 16
Two parents did not respond to this survey.

It is clearly evident from these results that 27/30 responding parents rated their response at 8 or above. More than half 16/30 gave a rating of 10/10.

The verbal opinions of staff and students to the same question gave a very similar result. The majority of students and staff would have no hesitation in recommending the school to others and in many cases (evidenced by the large number of out of zone enquiries we receive) they have.

Professional learning

All staff participated in a range of professional learning activities including: Code of Conduct, Keeping them safe, Anaphylaxis, School Based Student Reporting (SBSR), BlogEd, and Child Protection in addition to Emergency Care and CPR.

All teachers also participated in in-school training on the use of Interactive Whiteboards.

The total spent on Teacher Professional Learning was $4927.00 which equates to $879.21 per teacher.

There were no new scheme teachers working towards accreditation.

School development 2009 – 2011

Literacy

Improve student outcomes in mathematics for all stages.

Numeracy

Raise the literacy standards of all students to state average levels or above.

Technology

Maximize the use of computer technology across the grades and Key Learning Areas.

Targets for 2011

Target 1

80% of Yr 3 students achieve Band 3-6 in Literacy and 90% of Yr 5 students achieve Bands 5-8 in Literacy.

Strategies to achieve this target include:

- Analysis of individual students’ needs and provision of appropriate support
- Differentiated Professional Learning Program
- Planned integrated approach to improving outcomes for Aboriginal students
- Ensure the teaching of HSIE and Science is aligned to the Quality Teaching framework through COGS and incorporates quality literacy strategies
- Partnership between the home and school to be strengthened through the provision of information via newsletters and parent information sessions
Our success will be measured by:

- Targeted groups to show growth at least commensurate with school population
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery
- Across Network Literacy assessments in place and in-class term and semester assessments indicate growth for every student

**Target 2**

80% of Yr 3 students achieve Band 3-6 in Numeracy and 90% of Yr 5 students achieve Bands 5-8 in Numeracy

Strategies to achieve this target include:

- Professional learning for teaching staff in analysis techniques and establishment of specific student goals
- Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms
- Initiatives to increase parent involvement in learning process

Our success will be measured by:

- Parents report greater understanding and ability to assist their children at home
- Term assessments indicate 100% of students demonstrate progress towards individual goals
- Targeted groups to show growth commensurate with school population as outlined in above targets

**Target 3**

100% of students Year 2 to Year 6 use Sentral Server to store and access data

Strategies to achieve this target include:

- Structured connection between “email buddy” program and writing/literacy strategies, particularly narrative
- All teaching locations have Interactive Whiteboards installed.
- Timely maintenance of computers
- Integration of technology and Connected Classroom strategies into writing and numeracy initiatives

Our success will be measured by:

- All students in years 2 – 6 use the Sentral server to store schoolwork and use as their key information location
- All Year 2-6 students to demonstrate their ability to access their files from a variety of computers in a range of locations
- Teachers and students use the Sentral server as a communication device

**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.

David Lee - Principal
Norm Herdegen – P&C President
Christy Beveridge – Assistant Principal
Linda Batten – Classroom Teacher

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