2009 Annual School Report
Bonville Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The school’s enrolment for 2009 was 125.

Staff
Bonville Public School is staffed by five full time teachers. Casual staff 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.

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

Messages

Principal's message
Principal’s Address 2009
Wow! What a year.
Last year I asked: How do we prepare your children for a future which can only be predicted with a great deal of uncertainty?

Technology is only as good as the way in which it is used. A computer in a box is just a door stopper. 2009 saw a world-wide economic downturn. Every cloud has a silver lining, and we at the school caught some of the silver lining. Bonville Public School has had a wonderful push into modern technology due to government economic stimulus.

A new library – well who could have predicted that. It even has a Connected Classroom installed and when that was put ‘on line’ made Bonville PS the first school in NSW to have two working connected classrooms.

The School Pride stimulus meant all of our teaching spaces now have Interactive Whiteboards installed. Our in-school cabling will be upgraded and we were given ten computers which means we now have sufficient computers to ensure all students have access to modern computer hardware both in their classrooms and in a library bank.

While this 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 ancillary 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.

2009 has seen the retirement of Mr Peter Tristram, who taught at Bonville Public School for 28 years. We miss his genuine care and concern for the students and his great wealth of energy to get things like chess, student parliament and sport happening. Thanks Peter, we wish you well in your well earned retirement.

Looking into the crystal ball – 2010 will surely offer its own range of challenges and

Student achievement in 2009

Literacy – NAPLAN Year 3
The results were spread with no students in band 1 and three students in Band 2. Eighty-one percent of students were placed in Bands 3, 4, 5, and 6.

Literacy – NAPLAN Year 5
Seventy-one percent of Year 5 students were placed in Bands 5, 6, 7 and 8.

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

Numeracy – NAPLAN Year 5
Eighty-nine percent of Year 5 students were placed in Bands 4, 5, 6, 7 and 8.
successes. Our senior students go to Sydney, Canberra and the Snowy Mountains. Year 3&4 go to Cascade for three days and our infants students do a choir road trip among many other activities.

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.

Thank you for your support in 2009 and I look forward to a fantastic 2010.

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

P&C President's Report

Bonville Public School's P&C Committee has had another very successful year. Our dedicated committee members and support from parents has kept the bank balance respectable as well as providing much needed equipment and books to the school that otherwise would not be obtained.

This year the P&C’s major fundraising event was the mid-year school play. With an outstanding effort from the parents involved in the play and held over four nights the High Heels and low Lives spectacular raised over $7000.00. This is greatly due to the support received from our local businesses with the donation of raffle prizes and vegetables used fresh on the night and the generosity of patrons attending each show. A special mention of thanks to Jo Sims, the kitchen coordinator, who organised the food and cooking and the parent volunteers who helped with catering and preparing the hall. Also special thanks to Jan Westermair for catering very yummy desserts each evening.

Every play starts from the ground up and many thanks to Cylie Brown our writer and director, for all the hard work and hours put into the play. Thanks you to Tim and Amanda our light and sound specialists. They again donated a huge amount of time and their wonderful special additions to the sound effects. There are so many people to thank and the people involved know who they are so give yourself a pat on the back.

Utilising the money we had raised, this year the P&C have spent money on approximately $1200.00 in books for the library. Over $1300.00 was spent on guided readers and over $1500.00 on reading boxes designed for the Infants classes. These books are all designed to help every child attending the school and can now start at kindergarten. There were also several excursions where the P&C have paid for lunch for the children. This is to make the day a little bit more memorable for the kids and also saves having 50 lunchboxes scattered throughout Coffs Harbour. The P&C have also funded $7700.00 to the building of seating overlooking the oval. Whilst still not in a fully completed stage, they will be finished before the New Year and will make a vast improvement to the dust bowl that was there. Thanks to G&H Landscapes for their contribution.

$400.00 was donated to Camp Quality on behalf of the huge effort of Tim and Amanda and the cast of the play.

Our canteen has been performing well. Thanks to the dedication of Tara English and all the parent helpers. Thank you to Saskia Campbell, for maintaining the school uniforms and lost property. Thank you to Anitza and Tony Hely, our joint P&C Secretary and Norm Herdegen as Vice president.

We now say a sad goodbye to our dedicated treasurer, Katrina Dunbar. Katrina has done an outstanding contribution over the past three years often rushing in to a meeting with a sick kid under tow or leaving just as quickly because they are moving house again. Unfortunately this next house move is not local but interstate. On behalf of the P&C Committee I wish Katrina, Andrew, Mitch, Lauren and Riley a safe and happy move, Christmas and New Year.

I also say thanks to the kids and parents who may have had their final year at Bonville School before moving on to High School. For their efforts be it small or large it makes Bonville School what it is.

We look forward to another successful year in 2010. On behalf of all parents involved with the P&C I would like to wish everybody a Merry Christmas and a Happy New Year.

Warrick Steele, President
Student representative’s message

I remember right back to my first orientation at Bonville Public School. We were sitting at the desks colouring in pictures of fairies and cowboys with Mrs Brown. I remember all the good times and memories that Bonville school has given me right up to today. On 8th of December 2008 I was elected School Captain. I felt so proud to represent our school in such an important way. The seven years I have spent at Bonville School have been a very important part of my life, experiencing good times with my friends students and teachers. Saying goodbye to this wonderful school next week is going to be one of the hardest things I have ever done. I am so grateful to have spent time here with you, and feel privileged to have been your captain. I would like to wish the incoming Captains and Vice-Captains the best for 2010. I’m sure you will have a great year.

Lauren Steele

It’s been a privilege to be Captain of Bonville Public School for 2009. I’ve had a wonderful year and I hope everyone else did as well. I’ll never forget putting up the flag and taking it down every day, seems boring, doesn’t it? Anyway I’ll always remember the assemblies and constantly saying “quiet please!”... see what I mean. I’ll always remember the days when the little kids beat me at soccer... now that’s just sad. Throughout the year, many things have happened such as excursions, flooding, ANZAC Day and Grandparent’s Day. We went to Lake Ainsworth for 3 days where we canoed, did the wires, studies the marine animals and archery. Many great memories will be with us all. My time at Bonville all started back in 2003 when I had Mrs Brown who unfortunately is no longer working at Bonville and now it’s going to end for me and the rest of the year 6 class and I will miss it all and everyone here. We managed to survive the floods that occurred causing some of the students to get stuck here at school. I have had many teachers during my time her and I would like to thank them all for the hard work they have put towards us. Unfortunately I didn’t get Mr T. Either he thought our class could survive the world on our own or he was scared of us but really with my class who wouldn’t be. I would also like to give a big thanks you to Mrs Henderson for helping all the students and being here for everyone, anytime. To my fellow Captains, Lauren, Sean and Jaz, I would like to thank you all for your hard work, support and help over the year. I would also like to wish the new Captains the very best for next year and I hope they have as much fun as we did. I have had some very fun times with my fellow year 6 class and would like to thank them for the great times we have had together and will be leaving with some wonderful memories of my time here at Bonville Public School.

Zak Cutmore

School context

Student Leadership

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 School Concert as well as other less-formalised 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; 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-6, 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.
Technology

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

The library bank, supplemented by laptops, is utilised in a structured K to Yr 6 grade program so students will not need to share a computer. 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. Junior students are also involved, daily, with a phonics/spelling program. 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.

Bonville Infants Choir

For many years Bonville Public School has been renowned for having a very good senior and junior choir. It was decided that the Infants classes should have as much fun in formally presenting their musical talents. So, the angelic vocal tones of our infants students are now being heard by many sectors of the community especially 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. In previous years the Choir has had the ultimate experience of performing at the Sydney Opera House. Bonville Public School choir is also an integral part of our end of year school productions. The choir readily perform on special occasions and make visits to various community venues to showcase their 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 Chess teams. Sean represented the school again as he had done each year since Year 3. Mitchell, from Year 3, joined the team and we hope to see him continue and follow Sean’s footsteps. In July the first inter-school competition, a four person comp., was held. The ‘A’ grade team finished seventh overall. The ‘B’ grade team finished sixth overall.

In November a three person interschool competition was held. One ‘A’ grade and two ‘B’ grade teams competed. The ‘A’ grade team finished seventh out of twelve teams. The ‘B’ grade teams finished fourth and sixth from thirteen teams.

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.

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Visual Arts

All classes have been busy completing projects, using a number of mediums such as paint, clay, 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.

Eight students actively participated in a Gifted & Talented Art day.

Many of the children’s work were displayed at the Coffs Harbour Annual Show, the school library, the Craft room and 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 2009 we had representatives from District to State in the following sports: Athletics, Swimming, Rugby League, Soccer, Netball, Basketball, Cricket and golf.

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 2009 all students in Years 2-6 participated in 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 2009, for the first time, the most advanced swimmers (level 7) achieved the Rescue Awards.

Australian Schools Competitions

Bonville PS was well represented in the 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 twelve Credits (top 25%), six Distinctions (top 10%) and one students achieved a High Distinction (top 1%). Ten students gained Credits or Distinctions in more than one competition. 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 all!

Multi-Cultural Education

Bonville Public school promotes community harmony through school policies and practices which counter racism and intolerance by developing an understanding of cultural differences. In 2009 Bonville Public School celebrated Harmony Day. There was a colouring-in competition, guest speakers from different cultures and a BBQ lunch provided by the P&C. The students were also involved in a presentation of the country Egypt for the local CWA as part of their International Day. This involved students researching and learning about Egypt, the people’s culture and beliefs.

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.
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 units are used to develop an understanding and awareness of Aboriginal history and culture. Children developed an understanding of how aboriginal art tells stories through the meaning of different symbols eg. the mural on the canteen wall.

Drug Education

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 and developed valuable leadership and life skills.

The Life Education Van visited Bonville Public School in Term 4, 2009 providing a multi-faceted approach to drug education and making healthy life choices.

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 introduced a broad brim hat as part of its uniform policy and introduced sun glasses 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.

Parents and Citizens Association

Parent Involvement

The major fundraiser for the P&C in 2009 was the Theatre restaurant nights which raised over $7000. The drama ‘High Heels and Low Lifes’ was conceived and written by a parent, Cyllie Brown. All acting, sets and catering was carried out by parent volunteers. Fun evenings were the order of the day and many people are eagerly looking forward to the 2010 Theatre Restaurant.


**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**

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>2/3</td>
<td>2</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>4/5</td>
<td>4</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>4/5</td>
<td>5</td>
<td>14</td>
<td>27</td>
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<tr>
<td>5/6</td>
<td>5</td>
<td>5</td>
<td>31</td>
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<tr>
<td>5/6</td>
<td>6</td>
<td>26</td>
<td>31</td>
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<tr>
<td>KINDY</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>YR 1/2</td>
<td>1</td>
<td>19</td>
<td>23</td>
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<tr>
<td>YR 1/2</td>
<td>2</td>
<td>4</td>
<td>23</td>
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</table>

**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.

**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**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of RFF</td>
<td>0.21</td>
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<tr>
<td>Teacher Part-time</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>7.31</strong></td>
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**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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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</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: 30/11/2009

Income

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<th>Description</th>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>$32,151.40</td>
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<tr>
<td>School &amp; community sources</td>
<td>$33,833.61</td>
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<td>Interest</td>
<td>$1,635.37</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>$186,741.92</strong></td>
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Expenditure

<table>
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<tr>
<th>Description</th>
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<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>$14,403.24</td>
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<tr>
<td>Excursions</td>
<td>$18,301.35</td>
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<td>Extracurricular dissections</td>
<td>$22,209.67</td>
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<td>Library</td>
<td>$3,734.19</td>
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<td>Training &amp; development</td>
<td>$350.38</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
<td>$25,068.33</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>$12,145.67</td>
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<td>Maintenance</td>
<td>$4,361.66</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$150,744.63</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$35,997.29</strong></td>
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A full copy of the school’s 2009 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.

School performance 2009

Achievements

Academic

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 the 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>
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<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
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<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>6.3%</td>
<td>9.2%</td>
<td>17.9%</td>
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Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<th>LSG</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in band</td>
<td>0</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0%</td>
<td>6.3%</td>
<td>6.3%</td>
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Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<th>State</th>
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<tbody>
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<td>Band</td>
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<td>3</td>
</tr>
<tr>
<td>Number in band</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>6.3%</td>
<td>18.8%</td>
<td>18.8%</td>
</tr>
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</table>

Grammar and punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<th>LSG</th>
<th>State</th>
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<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in band</td>
<td>5.3</td>
<td>18.8%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>5.3%</td>
<td>18.8%</td>
<td>18.8%</td>
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</table>

Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
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<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in band</td>
<td>5.3</td>
<td>18.8%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>5.3%</td>
<td>18.8%</td>
<td>18.8%</td>
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The balance carried forward includes $10636.26 of tied funds to use for specific purposes.
## Literacy – NAPLAN Year 5

### Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
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<tbody>
<tr>
<td>Band</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in band</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>5.9</td>
<td>8.3</td>
<td>8.6</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>5.4</td>
<td>8.5</td>
<td>8.6</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>6.8</td>
<td>10.3</td>
<td>9.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>8.1</td>
<td>11.9</td>
<td>11.4</td>
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### Writing

<table>
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<th>State</th>
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<td>4</td>
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</tr>
<tr>
<td>Number in band</td>
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</tr>
<tr>
<td>Percentage in band</td>
<td>16.1</td>
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<td>22.2</td>
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<td>12.3</td>
<td>24.6</td>
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<tr>
<td>LSG average 2009</td>
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<td>7.2</td>
<td>21.5</td>
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<tr>
<td>State average 2009</td>
<td>5.4</td>
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### Spelling

<table>
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<th>State</th>
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</tr>
<tr>
<td>Percentage in band</td>
<td>22.2</td>
<td>11.1</td>
<td>22.2</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>10.3</td>
<td>12.3</td>
<td>24.6</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>6.1</td>
<td>10.2</td>
<td>19.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>6.8</td>
<td>10.4</td>
<td>15.5</td>
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</table>

### Grammar and Punctuation

<table>
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<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
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<tr>
<td>Number in band</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>22.2</td>
<td>5.6</td>
<td>11.1</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>9.4</td>
<td>8.8</td>
<td>13.6</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>6.1</td>
<td>10.2</td>
<td>19.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>6.8</td>
<td>10.4</td>
<td>15.5</td>
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### Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
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<th>LSG</th>
<th>State</th>
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<tbody>
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<td>Band</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in band</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>11.8</td>
<td>25.5</td>
<td>29.3</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>5.7</td>
<td>18.2</td>
<td>26.7</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>2.7</td>
<td>10.3</td>
<td>26.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>2.9</td>
<td>13.8</td>
<td>25.3</td>
</tr>
</tbody>
</table>

### Progress in literacy

#### Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.1</td>
<td>106.6</td>
<td>86.7</td>
</tr>
<tr>
<td>LSG</td>
<td>83.5</td>
<td>88.3</td>
<td>91.0</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

#### Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>29.5</td>
<td>53.0</td>
<td>103.4</td>
</tr>
<tr>
<td>LSG</td>
<td>71.3</td>
<td>68.4</td>
<td>61.5</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

### Progress in numeracy

#### Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>31.1</td>
<td>88.1</td>
<td>74.6</td>
</tr>
<tr>
<td>LSG</td>
<td>77.7</td>
<td>73.3</td>
<td>99.6</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

### Minimum standards

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 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>78</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>
Progress on 2009 targets
A range of focused strategies have been implemented and over time are showing progress towards achieving our targets.

Target 1
To implement intensive professional development for all teaching staff in Quality Teaching.
Our achievements include:
- Elements of the Quality Teaching model being more observable in teaching/learning programs
- Professional dialogue between teachers becoming more Quality Teacher focussed

Target 2
To enhance the learning outcomes of all students through the quality teaching of Literacy.
Our achievements include:
- No year 3 student in band 1 NAPLAN
- Only two year 5 students in band three NAPLAN
- Improved comprehension involving higher order thinking - inferences, analysis, application, synthesis and evaluation

Target 3
To increase the use of computer technology by students and teachers in all the Key Learning Areas.
Our achievements include:
- Students and teachers using the computers more consistently in all Key Learning Areas
- Library computer network being used 50% more

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 2009 our school carried out evaluations of School Culture and Computer Studies.

Educational and management practice
School Culture

Background
An evaluation of school culture was conducted as part of our ongoing focus to continually improve our effectiveness and achieve the best possible educational outcomes for our students.

Findings and conclusions
The written parent surveys consisted of fourteen statements and parents were asked if they agree (yes) with the statement, disagree (no) with the statement or were unsure.

Statement 1:
Does Bonville Public School have a good reputation?
Yes: 25
No: 0
Unsure: 1

Statement 2:
Does the school have clear goals?
Yes: 18
No: 0
Unsure: 8

Future Statement 3:
Are the students the main concern at this school?
Yes: 23
No: 1
Unsure: 2

Statement 4:
Does the school have adequate communication with parents?
Yes: 24
No: 0
Unsure: 2

Statement 5:
Does the school report adequately to parents?
Yes: 23
No: 1
Unsure: 1
[One no response]

Statement 6:
Does this school give parents the opportunity to express interest or concern?
Yes: 23
No: 0
Unsure: 3

Statement 7:
Does the school have adequate buildings and grounds?
Yes: 20
No: 4
Unsure: 2

Statement 8:
Does the school have adequate equipment?
Yes: 17
No: 1
Unsure: 8
[One no response]

Statement 9:
Does the school promote itself well?
Yes: 17
No: 0
Unsure: 8
[One no response]

Statement 10:
Do the staff and students work well together?
Yes: 22
No: 0
Unsure: 4

Statement 11:
Do students receive a ‘good’ education?
Yes: 21
No: 0
Unsure: 5

Statement 12:
Does the school cater for the learning needs of all students?
Yes: 15
No: 2
Unsure: 9

Statement 13:
Does the school reward students adequately for achievement?
Yes: 22
No: 1
Unsure: 2
[One no response]

Statement 14:
Does the school provide adequate deterrents to unacceptable behaviour?
Yes: 21
No: 0
Unsure: 5

Future directions
The staff will continue to monitor and note parent concerns and suggestions
Curriculum
Computer Studies

Background
Target 3: To increase the use of computer technology by students and teachers in all the Key Learning Areas

Findings and conclusions
Students in Years 2 – 6 were given a written survey to ascertain their views on a range of issues related to their instruction about and with computers.

Statement 1:
I enjoy using computers.
Always: 69
Usually: 19
Sometimes: 4
Rarely: 1

Statement 2:
When I use computers, there are lots of different programs to use.
Always: 19
Usually: 60
Sometimes: 14
Rarely: 0

Statement 3:
I enjoy using computers in the library.
Always: 74
Usually: 17
Sometimes: 2
Rarely: 0

Statement 4:
My teacher expects me to learn things using the computers.
Always: 64
Usually: 9
Sometimes: 19
Rarely: 1

Statement 5:
My teachers develop the computer skills I need.
Always: 60
Usually: 9
Sometimes: 24
Rarely: 0

Statement 6:
I work with others when using the computers.
Always: 14
Usually: 7
Sometimes: 70
Rarely: 2

Statement 7:
I use computers to help learn in different subject areas.
Always: 31
Usually: 37
Sometimes: 23
Rarely: 2

Statement 8:
My teachers give me clear explanations when using the computers.
Always: 19
Usually: 67
Sometimes: 6
Rarely: 1

Statement 9:
My teachers make the computers fun and interesting.
Always: 23
Usually: 63
Sometimes: 5
Rarely: 2
Statement 10:
I look at samples of my work completed on the computer to see how I am going.
Always: 17
Usually: 12
Sometimes: 57
Rarely: 7

Statement 11:
My teacher talks to me about my learning and progress in computers.
Always: 9
Usually: 54
Sometimes: 19
Rarely: 11

Future directions
All teachers will review their teaching with and about computers to ensure that student needs are met and the school target is achieved.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. A comments section was included in the Parent Survey on School Culture. A range of comments were made including:

I love Bonville school. Our children are very happy to attend. The teachers are always welcoming and you always give every opportunity for parents/guardians to get involved and participate. Well done teachers and other staff.

I feel we have been extremely fortunate to be able to send our children to such a fantastic ‘small’ school. Our liaison finishes this year unfortunately and we will miss being part of this great school.

In addition to the parent survey on School culture (above) parents were asked to give their opinion on three aims that the school should promote as a matter of priority. The survey responses were (in priority order):

1. Recognition of the different aspects of education (eg academic, sporting, emotional, cultural)
2. Realisation of individual potential
3. Good citizenship
4. Team Spirit
5. Working in cooperation with others
6. Acceptance of individual differences
7. Excellence in all activities
8. Fairness and Justice for all
9. Physical aspects of the school
10. Equal opportunity
11. Respect for others
12. Close cooperation with the community

Professional learning
Integration of technology and Connected Classroom strategies into writing and numeracy initiatives. All permanent teachers were trained in using the Connected Classroom involving two days training.

Shared School Development Day with Community of Schools
Develop data base of useful sites and sharing with colleagues

In 2009 an average of $963.75 was spent on Professional Learning for each teacher (FTE).
School development 2009 – 2011

Targets for 2010

Target 1
80% Yr 3 students achieve Band 3-6 in Literacy and 90% 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% Yr 3 students achieve Band 3-6 in Numeracy and 90% 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% students demonstrate progress towards individual goals
Targeted groups to show growth commensurate with school population as outlined in above targets

Target 3
100% 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
Christy Beveridge Assistant Principal
Warrick Steele P&C President

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NSW 2441

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Fax: 02 6653 4092

Email: Bonville-p.school@det.nsw.edu.au

Web: http://www.bonville-p.schools.nsw.edu.au

School Code: 1297

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: