School context
Bonville Public School is a rural school ten kilometres south of Coffs Harbour on the NSW Mid North Coast. Learning at Bonville Public School is built on a foundation of respect, integrity, kindness and community. Students enjoy a safe and caring environment in which to thrive. Bonville Public school prides itself on delivering quality programs across all curriculum areas including the arts and sport with a strong emphasis on student leadership and 21st Century learning.

Principal’s message
The 2013 annual report provides an overview of our school year; our programs and achievements. Evaluation of our goals for 2013 and identification of major target areas for 2014 is also included.

As a learning community we aim to achieve excellence by supporting and challenging all students within a co-operative, creative and caring environment. Our values are based on excellence and equity and emphasise responsibility, respect, pride and positive relationships.

Our school programs encourage students to develop as active, effective learners and contributing members of society and guide students in taking responsibility for their learning, behaviour and social interaction with each other.

The core values of Bonville Public School are underpinned by a learning platform which affirms all students can learn.

Bonville Public School has a proud academic, sporting and cultural history including a strong focus on developing students’ social and emotional skills.

I take this opportunity to acknowledge and thank the teaching and support staff for their commitment to the students of Bonville Public School. Their energy, commitment and enthusiasm ensured a most successful 2013.

Thank you also to our P&C committee, parents and wider community for their wonderful support and assistance throughout 2012. Their hard work, interest and support are acknowledged and much appreciated.

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.

Michael Hepi, Principal

P & C and/or School Council message
Yet another busy school year has come and gone for the P&C. Our dedicated helpers have worked tirelessly fundraising money for the benefit of our students and our school.

$140 was raised from the Mothers and Fathers day stalls, $884 was raised from BBQ’s, $1,315 was raised from the inaugural Art Show, $1,500 was raised from the Rotary bike ride and $3,700 was donated from Rotary for volunteering at the Bookfest. This comes to a grand total of $7,530! This money has been used to purchase library books, new merit awards for the children, subsidising buses to athletics and cross country, supporting the infants swimming day and paying the balance of and installing our electronic sign which is an impressive asset to our school. P&C also subsidised the purchase of a new school shirt for each student to assist with the transition into the new school uniform in 2014. Finally, the P&C will be funding lunch at the end of school picnic day, which is a day of fun for all the children and families as well.

All of this would not be possible without the tireless work, of our committee and the regular helpers that give up their time to help the P&C. I would like to thank Tim Karrasch-Vice President, past and present Secretaries Jaye G. and Melissa B. Kyleen K. (retiring Treasurer), Nat C. for her dedication to the Mother’s and Father’s Day stalls. Danielle W. the outgoing Canteen Supervisor, thank you for taking on the job and to all of your volunteers for keeping the canteen going. A big thank you goes out to Trish M, our uniform supervisor who has been kept very busy with the transition to the new uniform.

Thank you to all for your patience, time and effort. On behalf of the committee I would also like to thank everyone who has helped during the
course of the year. Your efforts have not gone unnoticed. The P&C welcomes new members and fresh ideas and looks forwards to seeing some new and not so new faces in 2014. Working together, both teachers and parents, we can make a difference in our children’s education and build a future we can all be proud of.

Thank you.

Tony Hely, President P&C

Student representative’s message

Even though Bonville is a small school it has everything to offer; great teachers, great students, great learning opportunities and great fun.

School Captains - Hannah and Jakob
Vice captains – Xanthe and Ethan

Throughout 2013 SRC members comprised of Class Captains elected each term:
The SRC had a busy and successful year of fundraising, organising and running school assemblies, speeches, pre-school mentoring program and special activity days.

We, the four captains, attended the GRIP Leadership Program in Coffs Harbour in Term 1 which was inspirational.

Our first main task at school was to review the school’s Wellbeing and Discipline Policy from a student perspective. This resulted in the Student Leadership team developing Bonville Public School’s new framework for leadership Heads, Shoulders, Knees and Toes.

We would like to thank all our caring teachers and very supportive parents for making our journey in primary school so memorable.

Some of our best highlights for 2013 include: Kids Teaching Kids program, the Lake Ainsworth Excursion and our Year 6 Farewell at Bonville BIG Club.

SRC Executive

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
Management of non-attendance

At Bonville Public School our attendance rates are proactively managed in direct consultation with parents and community members. Most student absences are explained and are due to illness, student or parent appointments. Partial absences, such as late arrivals are discouraged and are noted on student reports.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3.336</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.506</td>
</tr>
<tr>
<td>Total</td>
<td>6.342</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013 there were no Indigenous staff employed at Bonville Public School.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>60356.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>103363.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64081.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>50983.74</td>
</tr>
<tr>
<td>Interest</td>
<td>1928.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4545.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>285259.73</td>
</tr>
</tbody>
</table>

| **Expenditure**                     |            |
| Teaching & learning                |            |
| Key learning areas                 | 12698.80   |
| Excursions                         | 16645.94   |
| Extracurricular dissections        | 22388.50   |
| Library                            | 3087.93    |
| Training & development             | 614.51     |
| Tied funds                         | 87879.09   |
| Casual relief teachers             | 10448.94   |
| Administration & office            | 27915.16   |
| School-operated canteen            | 0.00       |
| Utilities                          | 14022.46   |
| Maintenance                        | 17690.93   |
| Trust accounts                     | 4300.30    |
| Capital programs                   | 7669       |
| Total expenditure                  | 225361.56  |
| **Balance carried forward**        | 59898.17   |

A full copy of the school’s 2013 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 2013

Arts

The Creative and Practical Arts is an outstanding area for student achievement at Bonville Public School. The school regards the arts as a significant platform for sharing success with the community; Highlights of our 2013 program include:

- ongoing commitment to and regular performances of our school band at assemblies and presentation day;
- whole school vocal performances at assemblies and the Coffs Harbour District Eisteddfod;
- ANZAC Day ceremony at Bonville Public School and participation in the ANZAC Day march at Sawtell;
- participation in a major Bongil Bongil CoS *Musicale*; and
• the establishment of Ukulele and Djembe musical groups.

**Academic achievements**

**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.

- **Year 3**: from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Year 5**: from Band 3 (lowest) to Band 8 (highest for Year 5)
- **Year 7**: from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Year 9**: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Minimum Standards data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Spelling
NAPLAN Year 3 - Numeracy

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

- Reading: 92.3%
- Writing: 92.9%
- Spelling: 100.0%
- Grammar & Punctuation: 100.0%
- Numeracy: 100.0%

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

- Reading: 92.3%
- Writing: 92.9%
- Spelling: 100.0%
- Grammar & Punctuation: 100.0%
- Numeracy: 100.0%
Significant programs and initiatives

International Competitions and Assessment for Schools

Bonville PS students are provided with opportunities to participate in the University of New South Wales International Competitions and Assessments for Schools (ICAS). Our school has a proud history of high achievement and 2013 was no exception. Our students competed in Computer Skills, English, Mathematics, Science, Spelling and Writing competitions. 46% of Bonville PS ICAS participants achieved a Credit or Distinction. Bonville PS results include:

- 15 students receiving Credit; and
- 5 students receiving Distinction.

These are exceptional results marked against approximately one million children from 20 different countries worldwide.

Pre-school Mentor Leadership Program

This year Bonville PS established a partnership with Hopscotch Preschool in Boambee. As part of this partnership Hopscotch Preschool visit Bonville Public school each week for an hour long leadership program. Bonville PS students K-6 have had many opportunities to demonstrate their leadership capabilities throughout 2013.
This program has also been very beneficial for the preschoolers as part of their transition into ‘big school’.

Enrichment and Gifted and Talented Programs
Students at Bonville PS are provided with a differentiated curriculum to cater for their individual needs. Technology is a fundamental instrument in providing engaging and enrichment opportunities for students across the school with Kindergarten to Year 6 having access to iPads, laptops and desktops on a daily basis as a tool for learning to increase engagement and to enhance their skills and knowledge in our increasingly technological world during literacy and numeracy. This year the Kids Teaching Kids framework was established across the whole school as a culminating event to show case student acquired knowledge and understanding of curriculum content. Classes K-6 demonstrated an exceptional understanding of the Asian country they studied.

Many students also participated in Public Speaking, the District Spelling Bee and the Bongil Musicale Factorium Fantastica. Fantastica was a musical with performers from across the Bongil Bongil Community of Schools. Over 30 students from Bonville PS performed as leads, dances, band members, gymnasts and drummers.

Music Program
During 2013 Bonville PS provided opportunities for students to participate in Ukulele, Djembe and Band groups. We were fortunate to have the expertise and enthusiasm of Marian Grove tutors supporting Mr Peter K our music tutor. The Band and other musical groups performed at a number of events including school assemblies, Presentation Day Assembly and the Coffs Harbour District Eisteddfod. All Bonville PS students participated in the school’s choir.

Chess
Bonville PS held an in-school chess competition to offer students in Years 2-6 the opportunity to showcase their skills. From our in-school competition students were selected represent Bonville PS in A and B grade chess teams to compete in the regional chess competition at Sawtell. We thank Mr Tim Karrasch for his coaching expertise.
PSSA Sport
Students from K-6 participated in a wide range of sports and sporting events in 2013. The Swimming and Athletics Carnivals were successful with every student having the opportunity to be involved. Many students went on represent Bonville Public School at District level and showed great enthusiasm and sportsmanship.

Kasey Taylor was the 11 year Girls Champion at the Toormina District Swimming Carnival. Kasey advanced to the Mid North Coast Carnival to represent Toormina District. Other students who represented Toormina District at Mid North Coast were Ryan Gilchrist, Liam Beard, Levi Bell, Charli Cuthel, Jack Cuthel, Briana Gordon, Stephanie Gordon, Dominic Hess, Abby Hunter, Gemma Keough, Tal Knight, Dylan Shepherd, Jasmine Carter and Jakob Waitai. Later in the year Ryan Gilchrist and Paris Scofield represented Toormina District at the Mid North Coast Athletics Carnival.

Great stamina and talent was shown at the Cross Country Carnival. The students who represented Bonville Public School at District level were very impressive. Dylan Shepherd, Ryan Gilchrist, Cody Fellows and Tal Knight progressed to the Mid North Coast Regional Cross Country Carnival.

Interest and passion was exhibited by both boys and girls when the Netball, Soccer and Touch Football teams participated in the PSSA Knockout competitions. The students showed great pride in their school and performed admirably.

A number of individual students tried out for the District Representative teams in soccer, cricket, touch football and rugby league. A number of students progressed to the next level of selection.

The Daily Fitness program developed students’ stamina to enhance their participation in all physical activities. The children also developed and honed their fundamental movement skills, which are the basic skills required to participate effectively in all sports. This is evident in the skills being displayed in the weekly Sport program. The students have also had the opportunity to participate in organised lunchtime activities developing their skills in touch football and golf.

In Term 3 all students participated in the Gymnastics program. It was very pleasing to see the children developing and enhancing their skills throughout the term. Term 3 also saw the children take part in the Adidas Fun Run and the Bongil Bongil Bike Ride and Nature Walk.

In conjunction with Tennis Australia, the students participated in the Tennis Hotshots Program in a gala day with the local tennis professional. The school received $1500 worth of tennis equipment which is being used enthusiastically in the Sport program and at lunchtime.

Bonville students had a very successful day competing in the Mid North Coast Regional Golf Championship. 20 students played Urunga Golf Course. The team of Kasey Taylor, Charli Cuthel, Jakob Waitai and Cody Fellows won the championship.

In Term 4 Kindergarten to Year 4 students participated in 2 weeks of Intensive Swimming. Students were involved in a very vital ‘Learn to Swim’ or ‘Advanced Swim Skills and Rescue Techniques’ program.

5/6 students were involved in the Milo Cricket Gala Day. And not forgetting the wonderful experience Year 6 will have on Friday developing ocean awareness skills with the Coffs Harbour City Council Lifeguards and surfboard riding skills with Lee Winkler.
**Aboriginal education**
All staff at Bonville Public School have knowledge of and are committed to the Department’s Aboriginal education policies. Aboriginal perspectives are incorporated into all aspects of our Teaching and Learning programs. This year the theme for NAIDOC was: “We Value the Vision”: Yirrkala Bark Petitions 1963. Welcome to country is a tradition used in all schools across NSW. It is an opportunity to recognise and pay respect to Aboriginal people’s culture and heritage. Our school captains presented the acknowledgement to country at the morning assembly. All students were involved in designing and making Aboriginal flags, hand prints and petition.

**Multicultural education**
Multicultural perspectives are integrated into teaching programs across key learning areas, such as English, HSIE and creative arts to ensure that our students develop the skills, knowledge and attitudes essential to be part of a culturally diverse society. A variety of programs have provided students with the opportunity to experience cultural diversity and development including participation in the Country Women’s Association International Day. This year the country studied was Morocco.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent, student and staff surveys

School planning 2012—2014: progress in 2013

School priority 1
To increase student levels of achievement in all strands of literacy by developing, implementing and monitoring a whole school framework for quality teaching and assessment.

Outcomes from 2012–2013
To increase the percentage of Year 3 students above 85% and Year 5 students above 90% achieving proficiency bands in the 2013 NAPLAN in Reading.

Evidence of progress towards outcomes in 2013:

Year 3 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>384.4</td>
<td>410.5</td>
<td>416.0</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>8.3</td>
<td>0.0</td>
<td>41.7</td>
<td>25.0</td>
<td>16.7</td>
<td>8.3</td>
</tr>
</tbody>
</table>

- 91% of Year 3 students were proficient or above in NAPLAN Writing.

Year 5 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>470.6</td>
<td>464.6</td>
<td>476.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>7.1</td>
<td>14.3</td>
<td>42.9</td>
<td>28.6</td>
<td>0.0</td>
<td>7.1</td>
</tr>
</tbody>
</table>

- 78.6% of Year 5 students were proficient or above in NAPLAN Writing.

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>414.6</td>
<td>412.2</td>
<td>418.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>8.3</td>
<td>41.7</td>
<td>16.7</td>
<td>0.0</td>
<td>33.3</td>
</tr>
</tbody>
</table>

- 91% of Year 3 students were proficient or above in NAPLAN Reading.
92.4% of Year 5 students were proficient or above in NAPLAN Reading.

Strategies to achieve these outcomes in 2014
- Teachers continue to program Balanced Literacy lessons focusing on QT elements.
- Reading 3 - 6 Super 6 Reading Comprehension strategies continue to be evident in all teaching programs.
- K-6 student progress tracked on PLAN Learning Continuums to inform teaching.
- Best Start to assess and track students’ progress K-2 and to inform teaching.
- Integrate technology into Literacy programs to accommodate multi modal texts.
- Use whole school assessment and tracking data to drive classroom programs, student support programs and staff professional discussions.
- Continue peer lesson observations and the explicit monitoring of teaching and learning programs.

School priority 2
To increase student levels of achievement in all strands of numeracy by developing, implementing and monitoring a whole school framework for quality teaching and assessment.

Outcomes from 2012–2013
To increase the percentage of Year 3 students above 85% and Year 5 students above 90% achieving proficiency bands in number, measurement, space and geometry in 2013 NAPLAN.

75% of Year 3 students were proficient or above in NAPLAN Numeracy.

Strategies to achieve these outcomes in 2014:
- Teachers continue to program Balanced Numeracy lessons incorporating Newman’s Error Analysis.
- K-6 student progress tracked on PLAN Learning Continuums to inform teaching.
- Best Start to assess and track students’ progress K-2 and to inform teaching.
- Integrate technology into Numeracy programs.
- Use whole school assessment and tracking data to drive classroom programs, student support programs and staff professional discussions.
- Continue peer lesson observations and the explicit monitoring of teaching and learning programs.
School priority 3
To increase student access to quality curriculum options by developing teacher capacity and leadership through enhanced professional learning opportunities.

Outcomes from 2012–2013
To increase level of positive student perception of the school as always being an interesting and enjoyable place to learn for Yr 3-6 from 32% in 2012 to 50% in 2013 reflected in Student Learning Survey.(53 students)

Evidence of progress towards outcomes in 2013:
- 58% of students surveyed indicate Bonville Public School is always an interesting and enjoyable place to learn. An increase from 32% in 2012.
- Student attendance has increased from 93.9 in 2012 (state average 94.2) to 95.2 in 2013 (state average 94.7).

Strategies to achieve these outcomes in 2014:
- Develop and implement K-6 teaching units with a focus on: Learning for a Sustainable Future and increasing knowledge and understanding of Indigenous On Country – Gumbayngirr Nation.
- Review GATS implementation to provide and promote differentiated practices catering for higher achieving students and increasing engagement of all students.
- Build teacher and student ICT capacity - Provide professional learning opportunities to build capacity in use of:- multimedia, digital imaging, virtual excursions and connected classroom experiences.

Professional learning
In 2013 teachers at Bonville Public School participated in a range of professional learning including: the New Curriculum, Anaphylaxis, Focus on Reading 3-6, Interactive Computer Technologies (ICT), Balanced Literacy and Balanced Numeracy frameworks, Code of Conduct, Emergency Care Procedures, Emergency Care for Asthma, CPR, Great Leaders – Great Teams and The Curriculum Pathway.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Early Term 4 a Parent/caregiver and staff satisfaction survey was conducted across the Bonville school community. Parents/Caregivers and staff were asked to rate Bonville out of 10 for general satisfaction. Two thirds of our school community responded. 88% of surveys rated Bonville PS 8 or more out of 10. 9% of parents rated Bonville PS 7 out of 10 (7 was Bonville’s lowest score). 26% of surveys rated Bonville PS 10 out of 10. Two surveys did not indicate a rating. Surveys rating a half mark were scaled down to the nearest number (ie. 9.5 scaled to 9).

Areas identified as requiring more work include:
- Rewards system needs review
- Bullying
- Bell not loud enough
- Canteen opening more days
- Improved communication regarding decisions made by the school
- More parental involvement in Mother’s Day and Father’s Day activities
- Supporting students who have been selected to represent the school
- Modernise the toilets
- Too many home readers
- More support for higher achieving students
- More parent/teacher meetings
- Greater feedback about student progress

Program evaluations

Background
The Key Learning area of PD/H/PE was evaluated this year as part of our cyclic evaluation process. Staff were surveyed in regards to their level of understanding and knowledge and expertise in planning, developing and delivering quality educational programs which meet curriculum requirements and individual student needs.

Findings and conclusions
- Most staff were not aware of resources available within the school to support Teaching and Learning in PD/H/PE.
- PD/H/PE was not being programmed and timetabled to effectively meet syllabus requirements.
- There was no whole school sport plan.

**Future directions**
- To implement the Live Life Well at School program across the whole school.
- To timetable whole school Crunch and Sip, daily fitness, and PE and Sport programs.
- Provide professional learning for teachers in Fundamental Movement Skills.
- Buddy teachers with more experienced teachers in the running of whole school carnivals and sport programs.
- Review the school’s welfare policy.
- Provide workshops for parents around curriculum, assessment and reporting and welfare.

**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.

Judy Watson, Classroom Teacher
Linda Batten, Classroom teacher
Francine Hunter, Classroom Teacher
Tony Hely, P&C President
Michael Hepi, Principal

**School contact information**
Bonville Public School
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Bonville NSW 2450
Ph: 02 66534250
Fax: 02 66534092
Email: bonville-p.school@det.nsw.edu.au
Web: www.bonville-p.schools.nsw.edu.au
School Code: 1297

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