School context statement
Bonville Public School is a small rural school of 110 students. The school is located 12 kilometres south of Coffs Harbour and is nestled between rural farm land and the Bongil Bongil National Park.

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

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

Principal’s Message
Bonville Public School is truly unique. With a wonderful mix of dedicated staff, enthusiastic and caring students and proud parents Bonville prides itself on delivering a balanced quality education for all students. Bonville Public School continues to deliver quality teaching programs across Literacy and Numeracy as well as establishing strong Science programs K-6. There has also been an emphasis on differentiating the curriculum catering for all student learning needs. Additionally, Bonville Public School’s Arts and Sports programs continue to showcase the enormous talent at Bonville. Opportunities for students to participate in Choir Eisteddfods, Band, Ukulele, Guitar, Djembe and Dance as well as Netball, Football (soccer), Touch Football and all PSSA trials creates a wonderful learning environment.

Bonville Public School continues to work towards developing itself as a hub for learning for the entire school community. This year there have been a series of parent workshops designed to give Bonville parents a better understanding of school life from Cyber Safety, healthy lunch boxes, Learning Continuums, Reporting and Assessment and ‘How Maths is Taught at School’.

Student leadership is actively promoted across K-6 with Kindergarten students mentoring a partner pre-school and Year 5 and 6 students taking on a broader leadership role implementing the Heads, Shoulders, Knees and Toes Leadership Framework.

The entire school community including students, staff and parents should be congratulated for an outstanding 2014.

Throughout 2015 Bonville PS looks forward to continuing to drive curriculum excellence and strong student leadership to enable our students to develop a solid foundation as caring and proactive 21st century learners who will make a difference.

Michael Hepi
Principal

P&C President’s Message
The P&C has been very active raising money to benefit the school and its students. We have run 2 BBQ’s, carried out over 350 hours voluntary work at the Rotary Bookfest, The Coffs Coast Cycle Event, School Community Art Exhibition and Mother’s Day and Father’s Day stalls. A total of $11,768 was raised throughout the year.

One of the most important operations of the P&C is the canteen. This year the canteen has been magnificently run with themed food days which have been a great hit with the students. The canteen has raised $4,895 for the P&C, but more importantly it has offered cheap healthy food for the students.
Through the hard work of the P&C we have been able to donate $1,509 to the library for the purchase of books, $324 to transport students to the Bongil Bongil Community Wellbeing Day and the school’s swimming carnival. A further $1033 towards the new outdoor learning area and $2040 for a deposit towards solar panels for the school was also spent.

We currently have four major projects under way. An outdoor learning area, solar panels to reduce the school’s energy bill and carbon footprint, a new storage shed for sport equipment.

I would like to take this opportunity to thank all the committee members Tim Karras-Vice President, Heidi Winter-Treasurer and Melisa Bouboulas & Jaye Gilchrist who have both acted as Secretary, for their hard work through the year.

Tony Hely
P&C President

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>50</td>
<td>50</td>
<td>51</td>
<td>55</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td>73</td>
<td>55</td>
<td>51</td>
<td>41</td>
<td>42</td>
<td>50</td>
</tr>
</tbody>
</table>

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

There are no staff members at Bonville Public School who identify as Aboriginal.

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Over the course of 2014 all teaching staff undertook professional learning to build their capacity as leaders within the classroom and across the school and develop a deeper understanding and knowledge of the new curriculum. Teachers who attended professional learning reported back to the staff meetings where shared learning occurred. Areas of professional learning included: Backward Design for planning units of work in English and Science, ICT training, DEC mandatory training, Consistency of Teacher Judgment (CTJ) and Non Violent Crisis Intervention.

During 2014 no permanent teachers were ‘new scheme’ teachers.

There are 40% of teachers currently seeking voluntary accreditation at Highly Accomplished or Lead.

**Beginning Teachers**

In 2014 there were no permanent beginning Teachers employed at Bonville Public School.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>59898.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>94817.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55286.23</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>32057.26</td>
</tr>
<tr>
<td>Interest</td>
<td>2043.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5752.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>249855.65</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10307.33</td>
</tr>
<tr>
<td>Excursions</td>
<td>13278.36</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18736.45</td>
</tr>
<tr>
<td>Library</td>
<td>3558.26</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>547.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50670.96</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>11333.80</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35135.27</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>14401.90</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9317.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5907.88</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>173194.83</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>76660.82</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014**

**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 2014 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 school musical ‘What a Knight’;
• the continued development of Ukulele and Djembe musical groups; and
• a Stage 3 Dance group which performed at the Coffs Harbour Agricultural Show.

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 and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

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

**Average score, 2014**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>350.2</td>
<td>418.1</td>
<td>418.8</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>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>7.7%</td>
<td>23.1%</td>
<td>38.5%</td>
<td>23.1%</td>
<td>7.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

- School Average 2010-2014: 2.8% 7.0% 19.7% 38.0% 11.3% 21.1%
- SSG % in Bands 2014: 3.6% 10.9% 13.8% 23.4% 24.8% 23.4%
- State DEC % in Bands 2014: 4.2% 12.6% 12.2% 22.5% 23.4% 25.2%

Year 3 NAPLAN Grammar and Punctuation

**Average score, 2014**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>364.1</td>
<td>415.8</td>
<td>427.1</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>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0%</td>
<td>25.0%</td>
<td>33.3%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

- School Average 2010-2014: 0.0% 12.9% 21.4% 25.7% 24.3% 15.7%
- SSG % in Bands 2014: 3.8% 13.8% 23.4% 24.5% 20.8% 13.7%
- State DEC % in Bands 2014: 4.1% 12.6% 20.7% 23.2% 23.0% 16.4%

Year 3 NAPLAN Numeracy

**Average score, 2014**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>371.3</td>
<td>393.7</td>
<td>401.6</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>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>15.4%</td>
<td>0.0%</td>
<td>30.8%</td>
<td>38.5%</td>
<td>7.7%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

- School Average 2010-2014: 4.2% 5.6% 19.7% 26.8% 16.9% 26.8%
- SSG % in Bands 2014: 4.8% 8.5% 16.9% 23.8% 22.7% 23.4%
- State DEC % in Bands 2014: 4.7% 8.3% 15.3% 21.1% 20.9% 29.7%
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

**Year 5 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>576.5</td>
<td>490.8</td>
<td>497.3</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8</td>
<td>0.0 5.9 11.8 11.8 23.5 47.1</td>
</tr>
</tbody>
</table>

**School Average 2010-2014**

- Reading: 4.7 6.3 23.4 23.4 11.8 28.1
- Writing: 5.5 15.3 24.9 26.6 15.9 11.9
- Spelling: 6.8 14.3 22.1 24.7 16.7 15.4
- Grammar and Punctuation: 4.7 6.3 23.4 23.4 11.8 28.1

**Percentage in bands:**

- **Year 5 Reading**
- **Year 5 Writing**
- **Year 5 Spelling**

**Year 5 NAPLAN Writing**

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>480.7</td>
<td>468.4</td>
<td>467.1</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 0 5 6 7 8 3 3</td>
<td>0.0 0.0 29.4 35.3 17.7 18.8</td>
</tr>
</tbody>
</table>

**School Average 2010-2014**

- Reading: 7.6 13.2 35.9 34.0 5.7 3.8
- Writing: 8.0 10.4 40.3 27.7 10.1 3.6
- Spelling: 9.8 11.2 37.2 26.1 10.7 4.9

**Percentage in bands:**

- **Year 5 Writing**
- **Year 5 Spelling**
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 2014 was no exception. Our students competed in Computer Skills, English, Mathematics, Science, Spelling and Writing competitions. 55% of Bonville PS ICAS participants achieved a Merit, Credit or Distinction. This is an 11% increase from 2013.

These are exceptional results marked against approximately one million children from 20 different countries worldwide.
Pre-school Mentor and Leadership Program

This year Bonville Public School’s partnership with Hopscotch Preschool has continued to develop the leadership capabilities of our Kindergarten children. As part of this partnership Hopscotch Preschool visit Bonville Public school each week for an hour long mentoring program. Bonville PS students K-6 have had many opportunities to demonstrate their leadership capabilities throughout 2014. This program has also been very beneficial for the preschoolers as part of their transition into ‘big school’ and has actively promoted the wonderful work and outstanding programs operating at Bonville Public School.

Significant programs and initiatives

Bonville Public School continues to apply and develop a wide range of significant programs and initiatives. Our programs aim to foster the individual child as a 21st Century Learner and leader in society. Throughout 2014 the significant programs and initiatives included a very successful Enrichment Program Years 3-6, Leadership Programs, Rock and Water, Band and Music, and Science - Kids Teaching Kids.
Aboriginal education

Aboriginal education is fully integrated through classroom programs and activities are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

In 2014 the school participated in a variety of meaningful learning experiences including:

NAIDOC week celebrations were a highlight at Bonville Public School in 2014. Mr Spencer from the Coffs Harbour and District Aboriginal Lands Council was a special guest and gave a great presentation on local Aboriginal history. Students enjoyed a ‘cook out’ and were entertained by members of the Orara High School ‘Wajaar Ngaarlu Dance’ group.

Additionally, Year 5 and 6 students participated in an excursion to the Yarrawarra Cultural Centre where they developed a deeper knowledge of some of the traditions and culture of the Garby Elders.
Multicultural education and anti-racism

Multicultural education perspective are incorporated into our policies, practices and curriculum. A variety of programs have provided students with the cultural diversity and development including participation in the Country Women’s Association International Day. This year the country of studied was Botswana.

Year 5 and 6 students participated in an excursion to the Sikh Temple at Woolgoolga and enjoyed learning about traditional Sikh culture from ‘Benny’ followed by a taste of India – Butter Chicken.

Bonville Public School celebrated Harmony Day with Kite making and flying. Special guests, refugee students, attended from Coffs Harbour High School.

Significant programs and initiatives – equity funding

English language proficiency

In 2014 Bonville Public School ran an English language proficiency program. This program enabled a staff member to receive additional training and support. The program was very successful and as a result of incorporating EAL/D pedagogy and strategies within the classroom improved learning outcomes for students involved resulted in the students’ English language being at a proficient level.

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 included:

- Student, parent and staff surveys
- Determining the data that needed to be collected
- Collating, analysing and drawing conclusions
- Link data to the 2015-17 School Plan

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Increase the percentage (or number) of students achieving grade appropriate clusters in the Aspects of writing aspect of the Literacy Continuum.

Evidence of achievement of outcomes in 2014:

- The Learning Continuum growth in the Aspects of Writing:
  - 28% increase in students achieving grade appropriate cluster from Kinder 2013 to Year 1 2014;
  - 26% increase in students achieving grade appropriate cluster from Year 1 2013 to Year 2 2014;
49% increase in students achieving grade appropriate clusters from Year 2 2013 to Year 3 2014;
20% increase in students achieving grade appropriate clusters from Year 3 2013 to Year 4 2014;
18% increase in students achieving grade appropriate clusters from Year 4 2013 to Year 5 2014; and
24% increase in students achieving grade appropriate clusters from Year 5 2013 to Year 6 2014.

**Strategies to achieve these outcomes in 2014:**
- Teachers continue to program Balanced Literacy lessons focusing on QT elements.
- 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**

**Numeracy**

**Outcomes from 2012–2014**

Increase the percentage (or number) of students achieving grade appropriate levels in early arithmetical strategies and/or place value and multiplication and division aspects of the Numeracy Continuum

**Evidence of achievement of outcomes in 2014:**
- The Learning Continuum growth in the Aspects of arithmetical strategies and/or place value:
  - 10% decrease in students achieving grade appropriate cluster from Kindergarten 2013 to Year 1 2014.

13% increase in students achieving grade appropriate cluster from Year 1 2013 to Year 2 2014.
33% increase in students achieving grade appropriate cluster from Year 2 2013 to Year 3 2014.
50% decrease in students achieving grade appropriate cluster from Year 3 2013 to Year 4 2014.
65% increase in students achieving grade appropriate cluster from Year 4 2013 to Year 5 2014.
29% increase in students achieving grade appropriate cluster from Year 5 2013 to Year 6 2014.

**Strategies to achieve these outcomes in 2014:**
- The Learning Continuum growth in the Aspects of Multiplication and Division:
  - 0% increase in students achieving grade appropriate cluster from Kindergarten 2013 to Year 1 2014.
  - 12% increase in students achieving grade appropriate cluster from Year 1 2013 to Year 2 2014.
  - 33% increase in students achieving grade appropriate cluster from Year 2 2013 to Year 3 2014.
  - 51% decrease in students achieving grade appropriate cluster from Year 3 2013 to Year 4 2014.
  - 65% increase in students achieving grade appropriate cluster from Year 4 2013 to Year 5 2014.
  - 27% increase in students achieving grade appropriate cluster from Year 5 2013 to Year 6 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 2012–2014**

To increase level of positive student perception of the school as always being an interesting and enjoyable place to learn for Year 3-6 from 58% in 2013 to 60% in 2014.

**Evidence of achievement of outcomes in 2014:**

- 64% of students surveyed indicate Bonville Public School is always an interesting and enjoyable place to learn. An increase from 58% in 2013 and 32% in 2012.

- Student attendance at Bonville Public School is 95.1 which is above the state average 94.8.

**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.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of surveys agreed or strongly agreed Bonville has a positive school culture where children feel safe, are happy, where parents feel valued by the school and the school has a positive image across the local community.

- 76% of surveys agreed or strongly agreed Bonville has an effective reward system, 94% agreed or strongly agreed Bonville has an effective discipline system, and 94% of surveys agreed or strongly agreed concerns regarding children are addressed appropriately.

- 100% of surveys agreed or strongly agreed Bonville has a welcoming environment including: grounds, front office, general feeling of being welcomed, friendly and helpful staff and good communication systems with parents.

- 100% of surveys agreed or strongly agreed with statements made about: Parent workshops, effective student leadership program, P&C, families are invited to share in school planning and the school and staff are accessible.

- 91% of surveys agreed or strongly agreed with the statement about reporting to families about student progress and 76% of surveys agreed or strongly agreed with the statement about teachers making personal contact with each family on student achievement.

- The top 3 responses to prioritising programs include: Maths, English, Science and History teaching programs, Enrichment Program and special reading and maths programs to support student learning.

- 3% rated Bonville Public School 6 out of 10, 9% rated Bonville Public School 7 out of 10, 21% rated Bonville Public School 8 out of 10, 38% rated Bonville Public School 9 out of 10 and 26% rated Bonville Public School 10 out of 10.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our school planning processes have included:

- Community consultation through surveys, interviews, conversations, P&C meetings, class discussions and staff meetings to establish our 3 strategic directions.
- Examining school student data to identify the needs of the school and its students.
- Collating and analysing community consultation with student and school data. Aligning identified targets with DEC and NSW State targets. Finally aligning the school plan with the new Schools Excellence Framework.

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.

Michael Hepi  Principal
Francine Hunter  Assistant Principal (Rel)
Judy Watson  Class Teacher
Tony Hely  P&C President

School contact information

Bonville Public School
11 Gleniffer Road
Bonville, NSW 2450
Ph: 02 66534250
Fax: 02 66534092
Email: Bonville-p.school@det.nsw.edu.au
Web: www.bonville-p.school.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: