School context

Bobin Public School is situated in a beautiful rural setting 25 kilometres from Wingham. Bobin School is a proud member of the Community of Wingham Schools and enjoys strong links with Elands and Mt George Public Schools. Bobin has 9 students currently enrolled at the school.

Principal’s message

One of Bobin School’s major events of 2013 was the Variety Bash held in May. WOW!!!! What can I say? What a tremendous effort from ALL involved in setting up, cooking for/at, picking up things, helping out on the day, cleaning up afterwards and completing a multitude of other tasks that helped make the Variety Bash visit an amazing success. The day exceeded all expectations with many, many Variety Bashers commenting on the range and quality of food, as well as the commitment of the school, community and community organisations to making their visit to Bobin a memorable one. Again a very BIG thank you to all involved and thanks to the Bashers for choosing to visit Bobin Public School.

Our excursion to the manning Regional Art Gallery and Greater Taree City Library was enjoyed by all. The children made New Guinea style head dresses to go with the theme of the exhibition.

New Guinea Art Exhibition

Another notable outing was our overnight visit to Coffs Harbour where we visited the Pet Porpoise Pool, Big Banana and the Butterfly House a very enjoyable time was had by all. Thank you to the P&C for helping out with expenses so that no student was disadvantaged.

Canteen was run on Thursdays, thanks to all the dedicated people who make this happen you are all gems. It never ceases to amaze me the level of commitment that staff, students, community members and organisations put into our school. We may be small but when we get together as a team, well, the sky’s the limit!

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.

Diane Myer

P & C Message

The start of the year was spent preparing for our major event in May the Variety Bash; there was a huge community response to this that involved entertainment, food & shelter. We had 4 food stations consisting of soup, toasted sandwiches, cakes & hot drinks & BBQ, cooked by our local Bush Fire Brigade.

All the food was made by locals, we also had great donations from local businesses such as ice creams, fruit etc.

The Bash was on Thursday 23rd May, and the weather was less than kind bringing downpours, that did not dampen the enthusiasm of our community or the Variety Bashers who were entertained by local musician "Jeffro" they also joined in with a sax player of their own. The children were treated with a magic show and were given back packs, hats and assorted gifts, they all thought it was the best day ever had! All the hard work put in by many people really paid off, the organizers of the Bash said it was the smallest School, but put on the best day they had ever had since doing schools in NSW. We were very proud of the School and community in pulling together to make it memorable occasion.

Variety Bash

June saw us having Crazy Hair Day with donations going to cystic fibrosis foundation. We had a BBQ lunch and invited community members who got into the theme and had an enjoyable time.
July 1st was Arbor Day and we were donated trees from Greater Taree City Council and supplied by Dingo Creek Rainforest Nursery which we planted throughout the school grounds, community members were also involved.

September 12th we put on a fundraiser film night at the local Hall "The Face of Birth" it was well attended with a light supper of homemade soup & bread. At this event we made $100 which we shared with the Hall as we have a cake stall there for the P&C that had raised quite a bit of money over the year.

November 1st, a day late for Halloween, but nevertheless thoroughly enjoyable, all children dressed up and we invited pre-school over so they got into the theme with face painting and a lovely lunch provided by parents proved to be a winner with everyone.

Gwen Orr - P&C President

Student enrolment profile

<table>
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<tr>
<th>Year</th>
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Kindergarten students 2014

Student attendance profile

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State DEC

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</table>

Halloween Fun

December 9th & 10th the School had its excursion to Coffs Harbour, they had great time going to the dolphin pool, butterfly house, the P&C paid for half the trip which made it available to all the children. The children talked about it for weeks after they went, it was such a beneficial trip for them to go on.

We finished the year with the presentation night, and put on a light supper we held a raffle that made the P&C $150. It was a very busy but productive year.

Student information

At the end of 2013, there were 8 students attending the school. The students live in the surrounding rural area.
Management of non-attendance

Student attendance is a priority at our school. Regular communication with families is a key management technique used to manage attendance.

Workforce information

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

During 2013, the teaching staff consisted of a teaching principal and a part-time teacher. Our School Administrative Manager (SAM) allocation was 5 days per fortnight.

Due to W H & S requirements we also employ a casual SAM for 2 days per fortnight. The school has a general assistant who works 3 days per month.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
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<tr>
<td>Release from face to face</td>
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<tr>
<td>SAM Support (2nd adult onsite)</td>
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<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
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<td>Total</td>
<td>2.206</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school currently does not have any members of staff who identify themselves as being of Aboriginal descent.

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>
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<tr>
<td>Postgraduate</td>
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</table>

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 30/11/2013

<table>
<thead>
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<th>Income</th>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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Expenditure

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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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</table>

Balance carried forward 32854.54

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

Most students at Bobin are very active and enthusiastic about physical education. Sporting highlights include:

- daily fitness activities designed to address the fundamental movement skills required for playing a wide variety of sports;
- completion of the Premier’s Sporting Challenge;
- participation in small school swimming and athletics carnivals;
- attendance at a variety of small school gala days including rugby and cricket skills and
- all students participating in our intensive learn to swim program during Term 4.

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.

**Bobin Public School had no students in the year 3/5 cohort during 2013. No NAPLAN tests were carried out.**

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.

**Significant programs and initiatives**

**Aboriginal education**

There was one student who identified as Aboriginal during the 2013 school year. Personalised learning plans were/are being implemented for these students as well as all other students attending the school.

We attended NAIDOC Week celebrations at Elands Public School along with Mt George Public School.

Acknowledgement of Country is included in all significant assemblies/events to show respect to the Aboriginal elders, past, present and future as it is with these people that the stories and culture which is important to Aboriginal people is held.

**Multicultural education**

Bobin School promotes positive multicultural attitudes and also host and celebrate multicultural education programs by taking part in initiatives such as Harmony Day activities and celebrations.

**Live Life Well @ School**

In November 2013 I (Mrs. Myer) attended a two day workshop in Newcastle run by Live Life Well @ School DEC. We were asked to complete and submit an action plan for our school giving us access to a $2000 grant. Some of the things this allows us to do are:

- Continue to develop and expand established Kitchen Garden within the school grounds.
- Organise the construction of WH &S appropriate fence around existing garden.
- Purchase raised garden bed
- Enrich and rejuvenate existing soil
- Purchase- seeds, seedlings, organic fertiliser and mulch
- Implement DEC whole school nutrition policy
- Nominate a teacher representative to be on the canteen committee and work closely with the committee to implement *Fresh Tastes @ School*.
- Discuss options for healthy fundraising with the staff and parent body.
- Review the types of foods and drinks commonly served at school functions and suggest healthier options.
- Purchase juicer to be used for healthy drinks- e.g. Utilise produce from school garden and orchard

**Crunch and Sip Program**

Bobin Public School has also officially introduced *Crunch&Sip®* to provide a supportive environment for children to eat vegetables, fruit and drink water each day.

The Program involves a time during the school day when students and teachers eat vegetables or fruit in the classroom while class continues. Water can be consumed at this time, and is also encouraged throughout the school day by allowing students to have a water bottle on their desk during class.

The program additionally aims to:

- Increase awareness of the importance of eating vegetables or fruit and drinking water everyday
- Encourage parents to provide students with vegetables or fruit each day
• Develop strategies to help students who don’t have regular access to vegetables and fruit

**Bobin School Paper usage**

During Term 2 the class studied a unit called ‘Paper-Closing the Loop’. This unit involved trying to improve Bobin School’s paper use by reusing and recycling so fewer trees are harvested and less paper goes to landfill. The class sent me a letter at the end of Term 2 outlining their paper audit and results along with recommendations for the use of paper at school in the future. The recommendations were as follows:

To help protect the environment and make the use of resources more sustainable we can—

- Choose to buy recycled paper
- Reuse one-sided paper
- Use our workbooks more efficiently
- Send used paper for recycling

After careful consideration of all the proposals we have decided to take on the challenge and implement all of the above suggestions, well done class a positive result for all.

**Ukulele/ Singing**

During 2013 we introduced learning to play the ukulele into the school. This was made possible by the willingness and keenness of Sarah in coming in on Friday afternoons to teach the students. We also thank Meaghan and Telly for their contribution to the learning program. The aforementioned individuals’ commitment to teaching the students was displayed at our end of year ‘Celebration of Learning’ where all students participated in performing four songs on the ukulele. We would also like to thank the Variety Club of Newcastle for their generous donation thus allowing us to purchase the ukuleles.

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**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluations of Community Engagement and Literacy.

**Community Engagement**

**Background**

Parents, community members, teaching staff and SASS staff completed surveys seeking information on community engagement within the school. Seventeen questions were presented. A second survey seeking information regarding the quality of the school was completed. Twenty questions were presented.

**Findings and conclusions**

100% indicated that they felt welcomed in the school.
90% indicated that learning activities connect students to family and community contexts.
97% agree that information about student learning is shared between home and school.
95% agree that parents and carers are encouraged to be involved in their child’s learning.
100% agree the school takes parent and carers concerns seriously.
90% agree that the school values parent and carer help and interest in school activities.
100% agree that teachers care if my child is not doing as well as he/she can.
97% agree that the school has a safe and secure environment.

**Future directions**

Parents indicated that individual pupil’s needs are catered for, each student works at their own level and are monitored regularly regarding their progress. It was also indicated that we have in place a well-structured timetable balancing a variety of activities, skills and learning. The children are motivated and engaged.

**Background**

Parents, teaching staff and SASS staff completed surveys seeking information on Literacy.

**Findings and conclusions**

100% of staff indicated confidence in teaching Literacy.
100% of students indicated Literacy was an important subject to learn.
95% of students believed that their teacher, school and parents expected them to do well in Literacy.
95% of students believed that the activities teachers planned helped them learn.
95% of students identified that teachers clearly explain what they will be assessed on in tests and assessments.
90% of students identified they knew what they were learning and why.
95% of students are aware of what they need to do to improve their results.
95% of students indicated teachers find a variety of ways to help them understand Literacy concepts.

Future directions
Parents indicated that individual pupil’s needs are catered for, each student works at their own level and are monitored regularly regarding their progress. It was also indicated that we have in place a well-structured timetable balancing a variety of activities, skills and learning. The children are motivated and engaged.
Teachers and staff were also another strong point and that the presentation of the curriculum to students included lots of variety. These points were noted as some of the successful things that the school and community do together to improve students’ learning outcomes.

School planning 2012—2014: progress in 2013

School Priority 2
Outcome for 2012-2014
Extension of student’s abilities
2013 Target to achieve this outcome include:
• For 90% of students to meet or exceed expected (age/stage appropriate) growth in literacy and numeracy as measured by the respective numeracy and literacy continuums.

Strategies to achieve these targets include:
• Higher ratio of teacher to student;
• Professional development of staff in areas of literacy and numeracy and
• Assessment processes reviewed.

School Priority 2
Outcome for 2012–2014
Enrichment of student’s experiences
2013 Target to achieve this outcome include:
• To increase opportunities for equity by making opportunities available for students to engage with a wider range of other students and culturally appropriate activities;

Strategies to achieve these targets include:
• Indonesian Language Program;
• Working with other schools on joint projects – both locally and by video conference and
• Resource management to ensure equity.

School Priority 3
Outcome for 2012-2014
Improved leadership and teaching
2013 Targets to achieve this outcome includes:
• For teachers to move along the Quality Teaching matrix by at least two sections each year and show anecdotal evidence of implementation of Quality Teaching principles in their lessons and
• For the principal to show progress along the quality leadership framework.

Strategies to achieve these targets include:
• A range of professional development areas in both Key Learning Areas and through Quality Teaching Conferences;
• Leadership Development Opportunities being actively sought and
• New approaches to be implemented where appropriate.
• Access Leadership centre, My PL@DET, School Biz programs and courses attend/complete where appropriate.

Professional learning
• Mathematics and Literacy Planning and Programming;
• The Learner and the New Curriculum;
• Teaching for the New Curriculum
• K-10 English Syllabus for the Australian curriculum;
• e-Emergency care
• ARCO Training;
• Teaching Principals Program, Collegial Leadership Networks;
• Team Leadership for School Improvement;
• Indonesian Language and Culture planning and resources.

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.

Through surveys, parent and staff meetings and general observations there was overwhelming evidence of satisfaction with the general management of the school, academic performance and communication between school and the community.

Students indicated positive opinions about school and the community involvement in their learning.

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.

Diane Myer- Principal
Alan Bailey- Teacher
Telly Bertels- SAM
Gwen Orr- P&C President

School contact information

Bobin Public School
2512 Bulga Road, BOBIN, NSW 2429
Ph.: 02 6550 5147
Fax: 02 6550 5049
Email: bobin-p@det.nsw.edu.au
Web: www.bobin-p.schools.nsw.edu.au

School Code: 1269
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: