School context statement

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.

Principals Message

During 2014 Bobin Public School continued to excel in many areas of school life with students producing some fine pieces of work in art, poetry writing and science, as well as other curriculum areas.

We attended some quality theatre productions at the Manning Entertainment Centre in culmination of the work completed by students in class e.g. after reading and working with some of Pamela Allen’s books we then attended the theatrical production based on ‘Mr. McGee and the Biting Flea’.

Ukulele/Singing class has continued to be enjoyed by all students with an end of year performance at our ‘Celebration of Learning’ being enjoyed by all present.

Thank you to all those who work tirelessly to make the school the best it can possibly be, it is much appreciated.

Diane Myer
Principal

P&C Message

After a massive year of action in 2013, the pressure was lifted somewhat in 2014, allowing P&C members to take a breath and enjoy watching the fruits of their labour. In particular, the blossoming of the school music program has been a pleasure to witness. The kick start provided by the Variety Bash event in 2013 has been well implemented and is now a favourite part of the school week for most students.

With the absence of any one major event to work towards, the P&C set about filling the calendar with smaller but no less important dates to remember. Morning teas and bring a plate style lunches were provided for in school events such as the small schools ANZAC Day Memorial Service, Crazy Hair Day Fundraising event, Book week celebrations and the end of year Celebration of Learning evening and combined schools sports day. Other small events such as film nights and raffles were also well supported.

Fundraising for the year centred around a Bunnings and Masters Hardware store sausage sizzle. These two events raising over a $1000. Both events saw a really impressive number of volunteers come together to execute the day’s work. The high level of community and family support does not go unnoticed and is greatly appreciated.

All additional fundraising came through the school canteen program. 2014 saw the number of people volunteering to assist with canteen more than double. This meant that the majority of people were only needed to do canteen once a term as opposed to 2-3 times each on past rosters. Having this kind of support makes a huge difference. A huge THANK YOU to all our canteen volunteers.

Canteen not only consistently raises funds for the P&C; it is greatly valued by the students who really look forward to the shared home cooked meal each week. During 2014, the school became an official "Crunch & Sip" school. Funds were made available through this program that allowed for the purchase of a juicer for the canteen and a complete overhaul and rebuild of the school vegetable garden.

The school was out and about during 2014, visiting the Manning Entertainment Centre to see Mr McGee and the Biting Flea and again to watch The Gruffalo. There were school visits to the Art Gallery and the Wingham Brush, then an end of year day trip to Timbertown in Wauchope. The P&C were able to contribute to ticket and transportation costs associated with these events. During Term 4 the combined schools intensive swimming program was run in Wingham and the P&C again assisted with associated costs.

The year was also punctuated by the reorganisation of the main classroom. The P&C were able to assist the school in the purchase of beautiful "Conundrum Tables" for the students to work at. These tables have improved the flow of people and possibly even ideas throughout the classroom environment.

Overall 2014 was a great year and it was lovely for the P&C to have the funds to assist wherever needed. We are now looking forward to all that 2015 brings to our school and its community.
**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**

![Student enrolment profile chart]

At the end of 2014, there were 7 students attending the school. The students live in the surrounding rural area.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**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 2014, 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 WH&S requirements we also employ a casual SAM for 2 days per fortnight

**Position composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.084</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release from face to face</td>
<td>0.042</td>
</tr>
<tr>
<td>SAM Support (2nd adult onsite)</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td>Total</td>
<td>2.206</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

- Mathematics and Literacy Planning and Programming;
- Programming for quality teaching and assessing;
- Anaphylaxis;
- K-10 Maths Syllabus for the Australian curriculum;
- e-Emergency care:
- Kids Matter:
- Teaching Principals Program, Collegial Leadership Networks;
- Team Leadership for School Improvement;
- Strategic Financial Management;
- PLAN software:
- Your school and the new syllabus for Science and Technology:
- New approach to school planning
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>32854.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>40360.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>14155.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2790.90</td>
</tr>
<tr>
<td>Interest</td>
<td>971.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>173.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>91305.40</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 7108.14    |
| Excursions               | 1525.91    |
| Extracurricular dissections| 946.69    |
| Library                  | 668.76     |
| Training & development   | 1225.84    |
| Tied funds               | 13488.86   |
| Casual relief teachers   | 4288.27    |
| Administration & office  | 19777.59   |
| School-operated canteen  | 0.00       |
| Utilities                | 4958.40    |
| Maintenance              | 2104.24    |
| Trust accounts           | 173.00     |
| Capital programs         | 0.00       |
| **Total expenditure**    | 56265.70   |
| **Balance carried forward** | 35039.70 |

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

Sport
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 and
- all students participating in our intensive learn to swim program during Term 4.

Academic achievements

KLA’S- Bobin school students took part in some engaging and interesting teaching and learning programs throughout the school year some of these include:

Bug Blitz, Art at Miller’s Crossing, poetry writing, Rainforests and Deserts, gardening, drama and singing.

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.

Literacy – NAPLAN Year 3
As the student cohort was too small to compare with the state figures, parents were informed of individual student results.

Numeracy – NAPLAN Year 3
As the student cohort was too small to compare with the state figures, parents were informed of individual student results.

NAPLAN- YR 5- Literacy/Numeracy- No students sat these assessments this year.

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.

Other achievements
Due to our geographical isolation providing opportunities to participate in social activities and excursions is a high priority. In 2014 students and staff:

- attended the Small Schools Swimming and Athletics Carnivals;
- attended Life Skills Day/Combined sport day and Science day at Mt George Public School, Bobin Public School and Elands Public School;
- visited Wingham Brush Environmental Centre/Public School for a day of learning about rainforests/Wingham Brush with Keith Davey and

- visited The Manning Entertainment Centre to view the productions: Mr. McGee and the Biting Flea/ The Gruffalo to compliment and extend work done in Accelerated Literacy lessons.

Significant programs and initiatives – Policy and equity funding

Aboriginal education
There was one student who identified as Aboriginal during part of the 2014 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 and anti-racism
Bobin School promotes positive multicultural attitudes. We also host and celebrate multicultural education programs by taking part in initiatives such as Harmony Day activities and celebrations.

Other significant initiatives

Live Life Well @ School
After completion of our Live Life Well @ School action plan we were able to access a grant of $2000 this has enabled us to:

- develop and expand established Kitchen Garden within the school grounds;
- complete the construction of WH&S appropriate fence around existing garden;
- 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 and
- 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 every day;
- encourage parents to provide students with vegetables or fruit each day and
- develop strategies to help students who don’t have regular access to vegetables and fruit

**Ukulele/ Singing**

The school runs a popular and successful music program each Friday afternoon. This program is overseen by a community member with the help of teaching and non-teaching staff members. The aim of this program is for each child to become confident and proficient at playing the ukulele and other instruments in a structured yet enjoyable environment.

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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. The processes used include:

**School Management**

**Background**

Students, parents and staff were surveyed about school management. The surveys were compiled from School Map. 100% of staff, 90% student and 80% parent surveys were completed.

**Findings and conclusions**

All students and a large majority of parents believed that the school is well organised and that the school communicates effectively with students and parents.

All parents and a large majority of students believe that the school is continually looking at ways to improve its performance, just over 50% of students and 70% of parents felt that the school only makes major changes sometimes.

All staff surveys were extremely positive and felt that all areas of school management were addressed very well.

In conclusion, all people surveyed indicated that school is managed well. While staff attends training on a regular basis, there is a perception among students that this occurs only sometimes. A significant number of students and parents indicated that the school only makes major changes sometimes.

**Future directions**

Please refer to School Plan 2015-2017

**Curriculum**

**Background**

Students and parent were surveyed about literacy. The surveys were developed by the principal and approved by the evaluation committee. 90% of student and 80% parent surveys were completed.

**Findings and conclusions**

All students and parents indicated that literacy is seen as being important at Bobin. All students and a large majority of parents believed that the way the teacher manages the class helps children to learn.

All parents and a large majority of students felt that teachers know what students can do and need to learn in literacy, keep records of literacy progress and that the school provides clear information about literacy achievement through the school reporting process.

A large majority of parents and students believed that teachers provide interesting literacy activities appropriate to their needs and that parents and students understand how literacy learning will be assessed.
All parents indicated that teachers participate in training and development to better address literacy needs.

In conclusion, parents and staff indicated that literacy is being taught and assessed effectively. Parents on the committee felt that the fact that students thought that professional learning occurred only sometimes was positive, as this implied that learning was not disrupted.

**Future directions**

Please refer to School Plan 2015-2017

**Parent, student, and teacher satisfaction**

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

Students stated that they were treated well by teachers, that they felt safe and liked the way everyone helped each other. Students also liked the variety of excursions, the classroom and new tables. Many students were very positive about their access to technology.

Parents indicated that there was a strong sense of school community with a friendly atmosphere where school life was happy and safe. Many parents appreciated the access to technology, individual learning programs and targeted learning programs. Extra activities, such as excursions, swimming scheme, music and art programs were commented upon in a very positive manner.

Staff believe that there is strong leadership, clear expectations and a sense of belonging to a team. It was also indicated that there was great communication between staff, students and community and that Bobin was a wonderful learning environment.

**School Planning 2011-2014**

**School Priority 1**

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.

**School Priority 2**

**Outcome for 2012–2014**

Enrichment of students’ 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;

**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.

**School Planning 2015-2017**

**Future directions**

Please refer to School Plan 2015-2017

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**School Planning 2011-2014**

**School Priority 1**

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 students’ 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:**

- Excursions/ visits to a range of cultural forums and outlets e.g. Manning Entertainment Centre- View the theatrical productions of Mr. McGee and the Biting Flea and the Gruffalo;
- 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 forums, professional learning;
- Leadership Development Opportunities being actively sought;
• New approaches to be implemented where appropriate and
• Access My PL@DET, School Biz programs and courses attend/complete where appropriate.

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 week 3-Term 2 2015.

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
Meaghan Lewers - P.T. SAM
Gwen Orr - P&O President
Tanya Upperton - P&C Secretary (Parent)
Lin Van Den Bos - P&C Treasurer (Parent)
Lisa Richards - P&C Member (Parent)

School contact information

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Ph.: 02 6550 5147
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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: