Bobin Public School
Annual School Report

Open Day
Term 2
2012

Waterwatch
Term 4
2012

At Play
Autumn
2012

Canberra
2012
Our school at a glance

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.

Students

At the end of 2012, there were 8 students attending the school. The students live in the surrounding rural area.

Staff

In 2012 Bobin Public School had a full time teaching principal. Additional staff was employed for the intensive numeracy and literacy programs. Mrs Diane Myer was Relieving Principal in 2012. Mrs Myer took over (May, 2012) from Mrs Kathy Jones who gained a position at Taree West Public School as an A.P. Thank you to Mrs Jones for her work in keeping Bobin Public School a quality educational facility.

Our second teacher Mr Alan Bailey has supported the school through providing Release from Face to Face (RFF) and intensive Literacy, Numeracy, Art and Science programs.

During Term 4 Mrs Myer was successful in gaining the position of permanent Principal.

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

Messages

Principal’s message

Well what a year Bobin P.S. has been through all ending in very positive outcomes for the future of the school and its students.

I came to Bobin School during May 2012 as Relieving Principal and was pleased to announce in November of 2012 that I had attained the role of Permanent Principal.

Bobin P.S. has the reputation of been a leader in educational quality and excellence and it is my sincere goal to carry on with that tradition.

We also have a history of positive relationships with the wider community and community organizations’ and I intend to continue to encourage and foster those relationships.

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

Principal- Bobin Public School

P & C and/or School Council message

2012 began with the news that the future of Bobin Public School was under threat due to low numbers. In February, our SED addressed the P&C before a packed attendance of concerned community members. Once we better understood the situation, we formed a committee and decided to fight for our school.

An information pack was developed to deliver to the local community and a Facebook site was established to get in contact with as many past students as possible. A petition was started (for Andrew Stoner to ask Adrian Piccoli, Minister for Education, to retain our school). We quickly reached more than 1000 signatures. The petition asked for ongoing operation of the school while numbers were low as historically the school had dropped this low before then returned to higher numbers. But it also asked for a permanent Principal position as the ongoing temporary position was causing instability. We sadly said farewell to Mrs. Jones in early Term 2, and we welcomed Diane Myer as Acting Principal.

Bobin School soon featured heavily in local media. Submissions from other community groups such as the Bobin Fire Brigade, Community Hall, Playgroup, Mobile Preschool and Elands School were provided to strengthen the cause. Letter-box drops kept community informed of the campaigns progress and suggestions for ongoing action, as did continued presence at the monthly Bobin markets of the P&C stall, which served as an information hub for local community.
During June we held a small media event at the local post office to send off our petition. This was covered by local paper and television. During June the SED confirmed the school was guaranteed to remain operational until the end of 2013, and a permanent Principal position was announced.

The community was delighted with this outcome but we will remain vigilant beyond 2013. The community support for our school was widespread and intense. It was affirming to see the effort and strength of sentiment that drove our campaign to its successful end. The community of Bobin remains vibrant and close-knit, and we believe our children have the right to be educated within our own community.

Other highlights of 2012 include:

- $5000 grant from NRMA for bike and road safety. With this money, the school purchased 20 new bikes and helmets. This provides fantastic opportunity for children to extend their skills with safety, signalling, traffic awareness and braking.
- Open Day (26 June) was a great success with displays of IT, art, bikes, mathematics and literacy and science (simple machines).
- Further support from Wingham Services Club of $250, which helps to subsidise transport to our swimming lessons in Term 4.
- Monthly income from sale of cakes and fresh produce (lemons, potatoes, lemon butter) at local Bobin Markets was the main source of P&C income for 2012.
- Canteen was run weekly by a series of volunteers who tried to use fresh local produce as the basis for the healthy home-cooked meals.
- The school garden has been re-established and planted with salads, herbs, tomatoes and potatoes
- Life Skills Day was hosted by Bobin for Elands and Mt George, and the Fire Brigade ran the BBQ. The workshops were great fun and involved parents and community members.
- BPS participated in a Generation One Song Competition, in conjunction with Elands PS and Taree TAFE. A rap song was written by the children and performed at Bobin school. This was filmed and recorded by the TAFE and submitted as entry for competition. The aim was to promote awareness of the gap between education and health levels between indigenous and non-indigenous populations in Australia, and to aim to close this divide.
- A raffle held at the Celebration of Learning at the end of the year, also contributed vital funds to the P&C.
- Year Six Farewell was held as a whole-school event at the Big Buzz with the Year 4,5 and 6 children having a sleepover at the school.
- Canberra Excursion for Years 4,5 and 6 also a great success.
- School swimming program in Term 4 at the Taree Aquatic Centre with Elands, increased the childrens’ exposure to and safety in the water.
- Ongoing high standards of teaching in the classroom by Mrs. Myer and Mr. Bailey, who remain dedicated and professional, while still being popular with students. They manage to accept each child’s individuality while encouraging them to strive to learn.
- Support staff at Bobin School play a role that extends beyond the office desk, cleaning or gardening. They are involved with the daily running of the school and are valued by the children for this.
- The volunteers who have assisted the P&C this year have been incredible. They have given countless hours of their time, from donations of goods and cakes, cooking of meals and serving on stalls, campaigning and attending meetings.
am so grateful to all those community and school family members, who put aside so much of their personal time to ensure the ongoing successful operation of Bobin Public School, and I am very proud to be part of this wider community.

Clare Rourke
President, Bobin P&C 2012

Student representative’s message

During 2012 we attended many events and learnt many different things, some highlights were:

The trip to Canberra was attended by Bobin, Elands, Krambach and Coolongolook Public Schools. The trip was lots of fun and helped you get to know people of your own age from other schools.

The Young Leaders day held in Sydney was fun, it also helped you learn things and meet lots of other kids. Life skills days were fun and we learnt lots of different things. These days were held at Mt George, Elands and Bobin Public Schools.

Waterwatch was an extremely awesome, fun and epic day. Open Day was another great day the food was very nice, everyone respected each other and had a great time.

We all enjoy the bikes and learning to ride safely. They were a great choice and a great idea, as well as lots of fun.

Our teachers are really nice, awesome and very helpful

Laura - Year 5 2012

School context

Student information

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>74.6</td>
<td>90.7</td>
<td>96.2</td>
<td>96.7</td>
</tr>
<tr>
<td>1</td>
<td>89.1</td>
<td>85.1</td>
<td>96.7</td>
<td>92.6</td>
</tr>
<tr>
<td>2</td>
<td>na</td>
<td>94.1</td>
<td>na</td>
<td>89.1</td>
</tr>
<tr>
<td>3</td>
<td>81.1</td>
<td>na</td>
<td>95.6</td>
<td>na</td>
</tr>
<tr>
<td>4</td>
<td>90.2</td>
<td>89.4</td>
<td>87.8</td>
<td>91.3</td>
</tr>
<tr>
<td>5</td>
<td>83.2</td>
<td>94.6</td>
<td>91.1</td>
<td>97.0</td>
</tr>
<tr>
<td>6</td>
<td>86.5</td>
<td>94.3</td>
<td>87.4</td>
<td>89.6</td>
</tr>
</tbody>
</table>

| Total | 86.2 | 92.8 | 91.3 | 92.4 |

It is difficult to compare attendance rates with those of the region and state averages as one child represents a relatively larger proportion of overall statistics than if they were present in a larger school.

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.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2012 class size audit conducted during March 2012.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>
Staff information

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

During 2012, 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 one permanent part-time general assistant who works 3 days per month.

Staff establishment

<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>
<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><strong>Total</strong></td>
<td><strong>2.206</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous 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>
</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>Financial summary</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary</td>
<td>30/11/2012</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>4482595</td>
</tr>
<tr>
<td>Global funds</td>
<td>3792624</td>
</tr>
<tr>
<td>Tied funds</td>
<td>983450</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>853732</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning Key learning areas</td>
<td>1907763</td>
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<tr>
<td>Excursions</td>
<td>199793</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>244592</td>
</tr>
<tr>
<td>Library</td>
<td>93914</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>304793</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1007917</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>179469</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>2197699</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>493400</td>
</tr>
<tr>
<td>Maintenance</td>
<td>297697</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>43150</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>179469</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>69701.87</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>33481.19</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts

Generation One

During 2012 we entered the Generation One-‘Hands across Australia’ Competition. The aim of Generation One is to combat the disparity between people from different cultures in Australia (and the wider world).
Elands P.S. were our partners in this performance which involved learning and singing the song ‘Hands Across Australia’. Both schools then composed their individual rap which was then included in the song. We are very proud of our entry which was filmed and recorded by staff and students from Taree TAFE. You can view our entry online by searching on YouTube- Bobin and Elands Public School.

**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;
- 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.

*swimming photo here*

**Other**

Due to our geographical isolation providing opportunities to participate in social activities and excursions is a high priority. In 2012 students and staff:

- combined with Year 4, 5 and Year 6 students from Elands, Coopernook, and Krambach Public Schools to attend a four day excursion to Canberra.

- joined with Elands for Life Education, Waterwatch and Enviromentors activities;

*Waterwatch*

- hosted and attended *Life Skills Days* with Elands P.S. and Mt George P.S. where students participated in small group workshops run by teachers, parents and community members;
- attended the local High School performance, *Pirates of the Caribbean* and
- visited Billabong Koala Park- Bobin and Elands, Junior Students.

*Open Day*

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Reading – NAPLAN Year 3
Because of the low cohort no significant data was available.

Numeracy – NAPLAN Year 3
Because of the low cohort no significant data was available.

Reading – NAPLAN Year 5
Because of the low cohort no significant data was available.

Numeracy – NAPLAN Year 5
Because of the low cohort no significant data was available.

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. Significant programs and initiatives

Indonesian Language Programme

Salamat Pangi!

In first term we were able to take part in the Indonesian Language Programme being offered across our entire Community of Schools. This programme was funded through the ..... Local High School languages teacher, Jim Rourke was able to visit once a week for a term to help us to learn how to speak Indonesian and to learn about the culture and history of this large country. We were able to integrate studies of built environments for Science and Technology and some Creative Arts lessons into the unit of work. The performances we viewed at Wingham Public School further reinforced the cultural side of our studies. The Science unit on volcanoes and rice production rounded out the experience for all students.

Indonesian clothing

Aboriginal education

There were two students who identified as Aboriginal during the 2012 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 Elads Public School along with Mt George Public School. We also entered the Generation One Competition whose aim is to combat the disparity between people from different cultures in Australia (and the wider world).

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 throughout first term students were involved with the Indonesian Language Programme.

We also host and celebrate multicultural education programs by taking part in initiatives such as Harmony Day activities and celebrations.

Other programs

Bike Safety

This year we were the recipient of a $5000 grant from the NRMA Road Safety Initiative. With this money we were able to buy enough pushbikes for Mt George, Elands and Bobin students to come together and have a practical skills day for Bike Safety, reinforcing the entire Road Safety
unit taught during Term One. The day was a great success, with students having the opportunity to use skills such as indicating, giving way, riding over uneven terrain and checking over their shoulder while keeping their bikes in a straight forward line. They also had the opportunity to learn how to perform a safety check on their bicycles and how to correctly adjust their helmets to maximise the safety of their riding experience.

Mr. Bailey has continued with weekly bike safety lessons where they are taught and then practice correct safety procedures. As a result of this, all students are gaining skills and knowledge that will aid them to become safe and informed road users in their adult life.

We would like to thank the NRMA for their generous sponsorship of this initiative.

Mural

As part of our Visual Arts program we engaged a local artist/parent to help the students design, create and paint a new mural that reflected the ideas of the students currently at Bobin School. We are very proud of our mural and the students who created it.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Management and HSIE.

School management

Background

Parents, community members, teaching staff and SASS staff completed surveys seeking information on School Management within the school.

Findings and conclusions

100% indicated that the school is continually looking at ways to improve its performance.

100% believe that teachers undertake extra training to improve their classroom teaching

95% indicated that the school makes major changes from time to time to improve what it does.

97% agree that the school cares about students and the discipline is fair.

100% agree that the school is well organised

95% agree that the school values parent and carer help and interest in school activities.

100% agree that the allocation of money and other resources are managed effectively

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.

Future directions

Parents indicated, that more parental/community involvement in regular classroom activities to enable different stages to get individual attention and more invitations to school community to participate in open days and "showing off" by
pupils, are things that the school and community could do better to improve student learning outcomes.

This has started to be addressed by the school running an ‘Open Day’ to showcase the school’s academic, cultural and KLA based achievements.

Curriculum

HSIE

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

Findings and conclusions
100% of staff indicated confidence in teaching HSIE.
100% of staff indicated that their teaching programs included a range of strategies to explicitly address students’ HSIE needs.
100% give explicit feedback to students about what they are doing well and how to improve their skills.
95% of students indicated HSIE was an important subject to learn
100% of students believed that their teacher, school and parents expected them to do well in their studies of HSIE.
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.
88% of students indicated teachers find a variety of ways to help them understand HSIE 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.

Parent, student, community and teacher satisfaction

In 2012 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.

Parents indicated that more parental/community involvement in classroom activities could assist students to gain more individual attention.

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

Professional learning
- Mathematics and Literacy Planning and Programming;
- North Coast Quality Teaching Conference;
- Count Me In Too;
- Teaching Principals Program;
- Team Leadership for School Improvement;
- Selection Panel Criteria Training and
- Indonesian Language and Culture planning and resources.

School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1

Outcome for 2012–2014

Extension of student’s abilities.
2012 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.

2012 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

2012 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.

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
Clare Rourke- P&C President

School contact information

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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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: