School context statement

Bongongo Public School nestles in the hills of Adjungbilly. It is a small isolated school on the north-western edge of the Snowy Mountains in southern NSW. Staff, students and community work collaboratively to create a happy learning environment where quality education is assured. The school provides a happy, caring and supportive environment where all students are encouraged to strive for excellence in all facets of school life. The needs of each individual student are addressed through the provision of relevant, quality educational programs supported by active parent involvement. The school is the focal point of the community and the students are provided with a wide variety of opportunities for learning both within and outside the local area.

Principal’s message

At Bongongo Public School we share a vision of empowering all learners by working in partnership within and beyond our school in a strategic, enthusiastic and purposeful way. We inspire the development of confident, creative, resilient and innovative individuals, through fostering an environment of critical thinkers and problem solvers who are engaged and resourceful learners.

Bongongo Public School thrives on a culture of creating opportunities for success and we are committed to continually improving all KLA standards through high quality teaching, innovative 21st century practices, personalised learning and explicit high expectations.

Through effectively engaging with our school community we empower collective ownership of student learning in order to build student aspirations. Bongongo Public School works closely with the P&C committee in planning for our future citizens and creating a safe, educational and nurturing learning environment. Students learn life skills underpinned with our values of ‘Respect, Responsibility and Learning.’

Our School worked in partnership with Landcare, Taronga Zoo and Tumut High School to investigate the endangered Boorolong frog. This culminated with a ‘Zoo Snooze’ trip to Taronga Zoo. Students gained amazing insight into the negative effects of introduced species and how we can work together to maintain a sustainable environment for our native flora and fauna.

Staff and students engaged in a wide range of extra curricula activities. Our major excursion to Sydney provided students with the opportunity to explore our theme on ‘Transport’ and to attend the performance of ‘The Lion King’. We combined with other small schools to compete in T-Ball, cricket and soccer gala days and to attend a Swimming camp. Adopting the ‘Live Life Well’ and ‘Crunch and Sip’ programs ensure that students and staff undertake a daily fitness and healthy eating program, showing improved fitness levels for students and staff. Our ‘Edible Garden Project’ provides students with the opportunity to grow, prepare and cook food regularly. Opportunities such as these help promote positive self-esteem, develop social skills and provide life time experiences.

P & C message

In 2014 we ran two successful street stalls with a major raffle. The annual cross country was a huge success with three other schools participating and two all-day BBQs at Bunnings stores in Canberra. These fundraising events provide important funds to be able to assist with resources for the school, such as Mathletics, ABC Reading Eggs as well as bus expenses, assistance for local excursions and for our major excursion to Sydney and student insurance.

Bongongo is extremely lucky to have such passionate staff, students and parents who want to see everyone succeed.

Siana Lucas 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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<tbody>
<tr>
<td>Male</td>
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<td>8</td>
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<td>5</td>
<td>10</td>
<td>7</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
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<tr>
<td>Female</td>
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<td></td>
</tr>
</tbody>
</table>

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>3.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no Indigenous staff currently working at Bongongo Public School.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

A total of $3372.51 was spent from the Professional Learning tied fund and from the school’s global budget in 2014. The average expenditure per teacher on professional learning, at the school level was $3372.51. During 2014 staff attended the following professional learning:

Clever Climate Energy Savers – to assist students in the understanding of becoming aware of our changing climate and what changes they can make to at home and at school to help the environment and climate change.

Focus on Reading – providing different strategies for learning comprehension skills in literacy.

Understanding and Managing Behaviour – an online course to provide different strategies for managing behaviour in the classroom.

Motor Co-ordination Difficulties – an online course for all staff to assist with understanding and providing strategies for children with motor co-ordination difficulties like Dyspraxia.

Teaching Early Numeracy (TEN) – providing hands on strategies using concrete materials to assist with K-2 students with early numeracy.

Positive Behaviour Learning – providing the school with a whole school approach to behaviour management through positive learning.
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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$64936.83</td>
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<tr>
<td>Global funds</td>
<td>$44675.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$51416.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$14576.68</td>
</tr>
<tr>
<td>Interest</td>
<td>$2181.95</td>
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<tr>
<td>Trust receipts</td>
<td>$575.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$178363.24</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $11917.16  |
| Excursions                 | $4054.12   |
| Extracurricular dissections| $8706.33   |
| Library                    | $2270.82   |
| Training & development     | $759.49    |
| Tied funds                 | $40166.11  |
| Casual relief teachers     | $2330.58   |
| Administration & office    | $6700.86   |
| School-operated canteen    | $0.00      |
| Utilities                  | $7129.64   |
| Maintenance                | $4030.47   |
| Trust accounts             | $1023.39   |
| Capital programs           | $0.00      |
| **Total expenditure**      | $89088.97  |
| **Balance carried forward**| $89274.27  |

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
Bongongo Public School has actively and successfully participated in a variety of cultural and sporting activities throughout 2014. Bongongo Public School is a proud participant of the Small Schools networking Program allowing our students to participate, grow, compete and challenge themselves against other schools in sporting events.

Arts
Bongongo offers a strong Arts program with all students undertaking guitar lessons and a ‘Sing’ program. Students participated in a dance program and performed their play “Snow White and the Six Punks’ at the school presentation. Students’ art won awards at local shows and was showcased in a local art gallery.

Sport
All students and staff have undertaken a daily fitness program each morning. A 3 day swim camp and lessons at a local pool have developed student’s skills in major strokes and water safety. The school has competed in swimming, athletics and cross country, cricket, T-Ball and soccer carnivals.

Excursions
Students attended excursions to Sydney to investigate ‘Transport’ and to visit the Taronga Zoo with Tumut High School. Other excursions included a leadership day, Enviro Champs, ski trip to Mt Selwyn, Canberra Zoo, National Gallery, ANZAC parade in Gundagai, Binalong T-Ball day, Gundagai Big Bash cricket, Tumut soccer Gala Day, visit to the Gundagai Museum and a 3 day swim camp in Gundagai.
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)

In 2014, only four students sat the NAPLAN in Literacy, Numeracy and Writing. Due to the small cohort the data is not available so that no individual student can be identified. Readers may refer to the My School website for overall NAPLAN data.

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.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Our school has a cross-curricular approach to Aboriginal Education, incorporating learning at appropriate opportunities within our teaching units and promoting recognition of Aboriginal cultures and custodianship of country through our adoption of the acknowledgement of country protocol. School programs support Aboriginal Education and aspects of aboriginal perspectives, culture and history are taught in the school.

Aboriginal Education is integrated across all key learning areas (KLAs) with particular emphasis in human society and its environment (HSIE);

During inter-school visits opportunities were developed to expose students to a variety of Aboriginal culture including music, dance and food.

Students received a visit from a local Aboriginal artist who shared his story and his artworks with students to develop their understanding of local Aboriginal Culture.

Multicultural education and anti-racism

Bongongo Public School recognises the need to focus on multicultural education as part of all curriculum areas. A multi-cultural perspective is implemented through teaching units of study. This ensures that our students develop the skills, knowledge, attitudes and understandings required to be part of a culturally diverse society.

During the year the students studied and cooked foods from other countries as part of HSIE. The senior leadership team ran a day of interesting activities for all students to celebrate Harmony Day. One Anti-Racism Contact Officer (ARCO)
serves in this capacity to raise multicultural awareness and prevent racism within our school.

Learning and Support

Students all work at their level on individual learning programs across the key learning areas. A diverse range of high quality programs are offered to enhance learning outcomes. Focus is to support students to achieve their best learning outcomes. A full time SLSO supports students in literacy and numeracy.

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:

- analysis of in-school student assessment;
- analysis of National Assessment results for individual Year 3 and Year 5 students as well as the cohort;
- monitoring student achievement against targets set in the school plan;
- School self-evaluations and
- SWOT analysis with P&C and staff input

Program evaluations

School Management

Background

Parents were given a survey about different aspects of school management. Five out of seven families returned their survey forms. Questions were allocated under the following sections: communication between school and home, school improvement and change.

Findings and conclusions

Parent responses indicated that the school communicates effectively with students and parents. They felt that they school is well organized and that there are curriculum changes to bring about improvement in learning. All parents responded that they have input towards change.

Future directions

The weekly newsletter will continue to be an important means of communicating information to parents. P & C meetings are usually attended by the majority of parents, providing a regular opportunity to ask for feedback and input into further changes to school programs.

Mathematics

Background

Mathematics is one of the six Key Learning Areas in the Primary school curriculum. Mathematics is based on working mathematically, number, patterns and algebra, data, measurement, space and geometry strands.

Findings and conclusions

Parents, staff and students agree:

- Students liked working in groups and in pairs
- Liked hands on activities
- Liked ‘Mathletics’ and computer based activities for mathematics
- Acknowledged that they are given extra help when needed
- Felt that mathematics was important and recognised that their children thought this also
• Felt their child had developed new skills
• Are confident with assisting their child at home
• Considered the school to be well resourced
• Would not like parent information sessions
• Considered homework was sufficient, interesting and useful to see what their child could do independently and what they are doing in class.
• Some staff suggested greater use of recently purchased iPads for various activities.

Future directions
After consultation with staff and parents it was felt that there should be more student feedback in class. Teachers will endeavour to provide more feedback to students on how they are progressing. Teachers often mark work with a student to show them how to do something, or correct any errors. Parents would like more specific reporting comments with information that can assist parents to help their children at home.

School planning 2012-2014:

School priority 1
Improvement in students’ deep understanding, deep knowledge and higher order thinking in reading and writing.

Outcomes from 2012–2014
• Evidence of intellectual quality strategies embedded in teaching and learning Reading Programs.
• Use of technology in our Reading and Writing Programs to engage students which provided a quality tool that enhanced learning.
• 85% of students achieved at or above National Standard in NAPLAN Writing.

Evidence of achievement of outcomes in 2014:
• All students from yrs 1-6 improved 7-9 levels in reading
• Improved spelling results

• Increased writing ability for descriptive writing, narrative and persuasive text
• AL Writing techniques to assist with descriptive text has assisted with gathering writing samples to show improvement over the year.
• Improved levels of reading and comprehension using PM, Springboard and SRA reading programs
• Data provided by technology based programs such as Reading Eggs, Reading express show increase in comprehension and understanding of reading and writing
• Student portfolios of published writing

Strategies to achieve these outcomes in 2014:
• Personalised learning programs developed
• Spelling Made Easy program introduced
• Phonemic awareness program for whole school
• Personalised reading programs
• Regular assessment and benchmarking on literacy continuum, PLAN
• Home reader and homework program bolstered.
• Targeted writing activities
• Reading recovery assistant employed to work one on one with identified students two mornings per week using Multi Lit
• Scaffolding writing through Accelerated Literacy techniques.

School priority 2
Improvements in Student’s Numeracy learning outcomes in: Division, Chance and Data.

Outcomes from 2012–2014
• 50% of students achieved at or above National Standard in NAPLAN.
  We used technology in Numeracy that engaged students and provided a quality tool that enhanced learning in Division, Chance and Data.
• Improved continuum and consistency of teaching programs K-6 due to whole school.
Evidence of achievement of outcomes in 2014:
- Observations and work samples collected.
- Data collected from technology based programs.
- Improved results of times tables recall and improved understanding of operations

Strategies to achieve these outcomes in 2014:
- Focus on all students learning times tables, hundreds charts, friends of ten and operations
- Used Teaching Early Numeracy (TEN) and Count Me In Too (CMIT) strategies in the K-3 Years.
- Introduce daily mentals to support maths program
- Used Mathletics computer program to promote computer literacy, keep students engaged and incidental learning of mathematics.
- Developed a strong understanding of each student’s needs and providing support to increase understanding, knowledge and confidence.
- Regular assessment of mathematics topics and benchmark students on mathematics continuum, PLAN

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.

Background
In 2014, the school sought the opinions of parents, students and teachers about the school in general. The Parent Satisfaction survey was distributed to all parents with 100% of these surveys returned.

Findings and conclusions
Their responses are presented below.
- 100% of parents agreed that the students are praised and rewarded for their successes and that their individual learning needs are catered for by their teachers. All parents agree that new students to the school are made welcome by staff, students and the wider community.
- 100% of the parents agreed that the students are the school’s main concern.
- 100% of parents agreed that their children’s individual learning needs are well catered for and that the school maintains a high standard in literacy and numeracy and behaviour.
- 80% of parents agreed that the school computer services meet the needs of the students but aren’t sure what the requirements are for each year and if the students are being well prepared for the use of technology in high school.

Future directions
- Continue with open door policy for parents to be kept informed and express concerns.
- Work and plan future directions with all stakeholders in the school community.
- Develop a closer network with other small schools in the area.
- Assist with the promotion and support of pre-school activities and programs such as Puggles.

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.

The school has engaged the community and have developed the following strategic directions for the 2015-2017 School Plan, they are:
- Teaching and Learning
- 21st Century Learning
- Community Engagement – Assessment and Reporting
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.

Sally Keatinge - Relieving Principal 2014
Bradley Gorman - Relieving Principal 2015

School contact information

Bongongo Public School
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ADJUNGBILLY NSW 2727
Ph: 02 69466214
Fax: 02 69466207
Email: bongongo-p.school@det.nsw.edu.au
Web: www.bongongo-p.schools.nsw.edu.au
School Code: 1293

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: