

Bobin Public School

Annual Report



2016



1269

Introduction

The Annual Report for 2016 is provided to the community of Bobin Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Diane Myer

Principal

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School background

School vision statement

Grow to be respectful, caring and tolerant lifelong learners, as well as responsible and motivated global citizens.

School context

Bobin Public School is a small rural school situated in a beautiful rural setting 25 kilometres from Wingham on the Mid North Coast. It has an enrolment of 9 students who are taught in one multi-stage class. At Bobin, in addition to the Key Learning Areas we participate in a range of extra-curricular activities and programs to engage students in a lifelong love of learning.. Music including ukulele and choir, bike safety, school garden, sustainability and art.

Bobin is strongly supported by its local community where students, staff, parents and the community work together to provide a happy and engaging learning environment. Parent and community involvement is highly valued and visible in our school and the school has a committed and active P&C.

We aim to achieve excellence in Literacy, Numeracy, The Arts and Student Wellbeing and provide students with the necessary social and technological skills to participate fully in an ever-changing world.

Bobin School is a proud member of the Community of Wingham Schools and enjoys strong links with Elands and Mt George Public Schools. These links provide academic, social, sporting and cultural opportunities for students as well as professional learning and leadership development for staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Bobin Public School is Sustaining and Growing in the following areas of Learning, Teaching and Leading.

LEARNING

In the School Excellence Framework domain of Learning we have identified ourselves as sustaining and growing.

Being a small school we place a high level of importance upon community involvement in all aspects of school life – including the building of educational aspirations. Regular visits from community members not only enhance the learning opportunities available for students, but demonstrate to both staff and students that the school is well supported by the local community. When members of the broader community offer their personal time to contribute to classroom activities, or a unit of work, this demonstrates to the students that learning is a highly valued lifelong process which extends beyond the classroom.

Respectful relationships are the foundation of our learning culture at Bobin Public School. The values and behaviours required to build respectful relationships are explicitly taught through The Window of Safety and maintained through regular meetings and discussions with students, staff members, the community and our Behaviour Code. Bobin Public School maintains a positive learning environment. Behaviour expectations are explicitly taught and related to the whole school setting (classroom, playground and excursions). The school consistently implements a whole-school approach to student wellbeing through The Window of Safety.

It is a key priority of Bobin Public School to ensure that every student in our care is actively engaged in meaningful, challenging and future focussed learning experiences, to achieve and thrive as learners, leaders and responsible, productive citizens – as identified in our School Plan – Strategic Direction 1: Students as Lifelong Learners. There is a whole-school commitment to developing and implementing a community-wide approach to student wellbeing. Expectations, values and responsibilities are established through the Window of Safety and monitored with explicit reference to the Behaviour Code.

Bobin Public School has policies, programs and process in place to identify and address student learning needs. Curriculum provision is enhanced by learning alliances with other schools and organisations and extra-curricular learning opportunities, such as participating in the Taree and District Eisteddfod, are integrated into the school's curriculum.

Bobin Public School has developed explicit processes to collect, analyse and report internal and external student and school performance data. NAPLAN data from the past three years shows that most students at Bobin Public School consistently perform at high levels on external performance measures. Students are internally assessed in the areas of literacy and numeracy at the beginning and end of each semester and this data is collected in Excel spreadsheets, to record progress and identify future learning needs. Assessment of performance in other key learning areas is also recorded using Excel spreadsheets to provide helpful data for writing reports and to discuss during three-way interviews.

TEACHING

In the School Excellence Framework domain of Teaching we have identified ourselves as sustaining and growing in each element and excelling in effective classroom practice. Bobin Public School teaching staff includes a teaching Principal and a second teacher. Both teachers are strongly committed to their professional practice and maintain a high level of knowledge in their content areas, including the latest developments in pedagogical research. Teachers regularly review learning goals with each student, ensuring that all students have a clear understanding of how to improve their learning. Teachers encourage student development by providing explicit and timely feedback regarding student performance.

Evidence-based instructional practice is a regular part of our classroom practice, and decisions being made are based on both student data and feedback. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Student performance data is consistently collected and recorded in spreadsheets, to assist with reporting, to evaluate the effectiveness of teaching practices and to assist with further planning. Collaborative practice is extremely important among teachers at Bobin Public School as both teachers share one multi-stage class. Teachers work together to improve teaching and learning across all stages and to ensure consistency of curriculum delivery, including strategies for differentiation.

Teachers actively seek out parental feedback and involvement wherever possible. Processes are in place to provide formal mentoring, or coaching support to improve teaching and leadership practice as required. Teachers at Bobin Public School are committed to their ongoing development as members of the teaching profession, by maintaining high levels of contemporary content knowledge and evidence-based teaching strategies. Both teachers participate in regular professional learning, targeted to school priorities and their professional needs, as identified within the development of their Professional Development Plans (PDPs). Upon the completion of any professional development, teachers at Bobin Public School actively share knowledge gained with each other to maximise the benefits across the school.

LEADING

In the School Excellence Framework domain of Leading, we have identified ourselves as sustaining and growing. Bobin Public School maintains a positive and welcoming environment and this is reflected in the high level of community involvement enjoyed at the school. Parents and community members are encouraged to share their expertise with students – who benefit from the breadth and depth of knowledge contained within the local community. The school's relationship with the broader community of Wingham is maintained through the Principal's active involvement in the Wingham Community of Schools, Principal's Alliance and Small Schools Principal's Networking Group. The school also features in articles in the local newspaper and maintains sponsorship arrangements with local business organisations, e.g. Wingham RSL sponsorship of the yearly swimming program.

Staff members at Bobin School enjoy a collegial atmosphere, maintained through a culture of friendship and support. Formal staff meetings occur every quarter, in which staff development, school planning and reporting, and Work Health Safety issues are discussed. Both teachers have a Professional Development Plan which reflects personal, school-level and leadership aspirations. Bobin Public School maintains a high level of school resources, made possible through the strategic use of available funds.

Administrative and accountability practices effectively support school operations, are tied to school development and include open reporting to the community. Digital literacy is a priority for the school. Every student has access to a laptop and lessons are enhanced with the use of a Smart Board and Video Conferencing facilities. An extensive range of curriculum resources have been established over many years and this collection continues to grow. The school also has a good sized library which regularly has new books accessioned. The external validation process has assisted Bobin Public School to refine the strategic priorities in our School Plan which will lead to further improvements in the delivery of education to our students.

For more information about the School Excellence

Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENTS AS LIFELONG LEARNERS

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT and teaching and learning programs that inspires every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student. Students become responsible, caring and motivated global citizens. Encourage, develop and nurture a culture of collaborative, open and evidence based knowledge

Overall summary of progress

Bobin Public School has developed explicit processes to collect, analyse and report internal and external student and school performance data. NAPLAN data from the past three years shows that most students at Bobin Public School consistently perform at high levels on external performance measures. Students are internally assessed in the areas of literacy and numeracy at the beginning and end of each semester and this data is collected in Excel spread sheets, to record progress and identify future learning needs. Assessment of performance in other key learning areas is also recorded using Excel spread sheets to provide helpful data for writing reports and to discuss during three-way interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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. NAPLAN results increased with students attaining at or above the state average in Literacy and Numeracy. Evidence of Individualised curriculum for all students as observed in class programming.	NAPLAN results increased with most students attaining at or above the state average in Literacy and Numeracy. Evidence of Individualised curriculum for all students.	\$11682.00

Next Steps

NAPLAN results increased with most students attaining at or above the state average in Literacy and Numeracy. Planning begun for individualised curriculum for all students (PLP).

Strategic Direction 2

LEADERSHIP AND LEARNING

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership and organisational practices. As well as implement practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

Overall summary of progress

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership and organisational practices. As well as implement practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Clear values established and promoted across school community as measured by student, staff and community embracement of agreed vision and values.</p> <p>Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.</p> <p>All staff will have a Performance and Development Plan that is aligned with the school plan/Departmental policies and clearly related to the Australian Professional Standards for Teachers.</p>	<p>All staff completed a Professional Performance and Development Plan. School community beginning to work within 'Window of Safety' becoming more about values than rules.</p>	<p>\$2896.00</p>

Next Steps

All staff completed a Professional Performance and Development Plan.

Students are consciously working within the window of Safety. Progress includes a permanent classroom display and targeted weekly lessons aligned with the NED Program.

School visitors and community members are included within the Window of Safety during school visits, newsletters and P&C meetings.

School community are now working within the 'Window of Safety' with an emphasis placed on behaving according to agreed values rather than rule enforcement.

Strategic Direction 3

ACTIVE COMMUNITY INVOLVEMENT AND SUPPORT

Purpose

To increase school/community support of our students through a school-wide focus on student learning, equity and well-being programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives. To develop community involvement and strategic support to ensure students become successful lifelong learners, confident and creative individuals, active and informed citizens and future leaders.

Overall summary of progress

To increase school/community support of our students through a school-wide focus on student learning, equity and well-being programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives. To develop community involvement and strategic support to ensure students become successful lifelong learners, confident and creative individuals, active and informed citizens and future leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased involvement in meaningful educational programs and experiences for all students. As measured by students engagement and motivation to achieve their best. Evidence of this is clearly represented in student results and in assessments both teacher and peer.	All educational programs and experiences involving students, staff, parents and community members have been completed to a high level of satisfaction. Strong parental involvement in the whole-school excursions	\$2000.00

Next Steps

Opportunities are continually established for parents and community members to engage in a wide range of school/educational activities – as measured by a high level of parent/community involvement, participation and commitment to school life

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	NAPLAN results increased with most students attaining at or above the state average in Literacy and Numeracy. Evidence of Individualised curriculum for all students.	\$10499.00
Socio-economic background	Students have progressed in all key learning areas as evidenced by their progression on the learning continuums and their personal learning plans.	\$1183.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	2	2	1	2
Girls	6	7	11	11

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.8	96.7	96.2	87.4
1	95.7	93.1	92.3	95.7
2	92.1	87.5	86.8	93.5
3	100	93.5	93.4	91
4		94.6	87.9	91.4
5	100			97.8
6	89.9			
All Years	93.8	92.9	90.4	91.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4		94.9	94	93.9
5	94.5			93.9
6	94.1			
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K–6 2016	16

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0

No staff identify as Aboriginal or Torres Strait Islander background.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

Professional learning and teacher accreditation

8 Ways of Learning

Implementing K–6 Music Syllabus

Principals Alliance

Wingham Community of Schools

Primary Principals Council

Child protection

Code of Conduct

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	36 988.00
Global funds	46 853.00
Tied funds	13 490.00
School & community sources	2 176.00
Interest	717.00
Trust receipts	431.00
Canteen	0.00
Total income	100 657.00
Expenditure	
Teaching & learning	
Key learning areas	10 116.00
Excursions	127.00
Extracurricular dissections	546.00
Library	1 066.00
Training & development	2 647.00
Tied funds	13 418.00
Short term relief	2 713.00
Administration & office	24 453.00
School-operated canteen	0.00
Utilities	4 396.00
Maintenance	7 868.00
Trust accounts	431.00
Capital programs	0.00
Total expenditure	67 786.00
Balance carried forward	32 870.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Because of the low cohort no significant data was

available.

NAPLAN – Numeracy

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. Click on the link *My School* and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Because of the low cohort no significant data was available.

NAPLAN – Numeracy

Because of the low cohort no significant data was available.

Parent/caregiver, student, teacher satisfaction

During 2016– Bobin Public School consulted with parents, teachers, staff, community members and students to ascertain what they believed were our strengths and weaknesses. We also sought their opinions and ideas in regard to any additional activities/programs or people that they would like to see at our school. We gathered this information through staff meetings, P&C meetings, forums and conversations. School planning has also responded to key education reforms in the NSW DEC including Great Teaching, Inspired Learning, National Professional Standards for Teachers, Performance and Development Framework, School Excellence Framework, Quality Teaching documents,

Parent, student, and teacher satisfaction

In 2016 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 interesting guests we have visit the school, e.g. Stephen Michael King (children's books author and illustrator) and Peter Schouten (Fine Art Illustrator). Many students were very positive about their access to technology and a quality yet fun music and arts program.

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.

On Thursday 27th October we took part in the Manning Schools Spectacular held at the Manning Entertainment Centre.

Students performed a repertoire of Christmas carols for the residents at Bushland Place and Storm Village aged care centres.

Policy requirements

Aboriginal education

NAIDOC Week celebrations were held at Wingham Brush Public School this year and attended by Wingham Brush Public School, Elands Public School, Bobin Public School and Mt George Public Wingham High School students were also present and helped run activities and events. 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 and anti-racism education

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 school programs

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 with a number of students qualifying for zone athletics.

All students participating in our intensive learn to swim program during Term 4.

Music Performances

As part of our music program Bobin Public School students entered in the 2016–Very, Very Small Schools choral section of the Taree and District Eisteddfod where they gained first place.