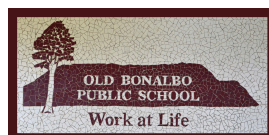


Old Bonalbo Public School

Annual Report



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Introduction

The Annual Report for 2016 is provided to the community of Old Bonalbo 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.

Lisa Blackburn

Principal

School contact details

Old Bonalbo Public School

Duck Creek Rd

Old Bonalbo, 2470

www.ldbomalbo-p.schools.nsw.edu.au

ldbomalbo-p.School@det.nsw.edu.au

6665 3124

School background

School vision statement

Old Bonalbo Public School is committed to its students, parents and local community. We value greatly the partnership that exists at our school between students, parents, community members and staff. Our vision is to help students reach their full potential in all fields of endeavour and to take their place in the world as successful and productive global citizens.

This will be achieved by :

- Maintaining an inclusive and welcoming school where students are valued and nurtured.
- Assisting students to do the best they can in all Key Learning Areas.
- Providing a stimulating and engaging school environment that meets the individual needs of students.
- Continuing to value the strong and effective partnership that exists between students, parents, community members and staff.

Our school is highly regarded by our local community. We continue to provide stimulating experiences for our students and produce achievements that all stakeholders can be proud of.

School context

Old Bonalbo Public school is a small, isolated school with an enrolment of 21 students. It is located 112 kilometres north west of Lismore and 35 kilometres south of the Queensland border.

Our school is highly regarded by its community. All school events attract strong parent and community support. Our parents and community are proud of the considerable achievements of our students. Our P and C conduct a wonderful Fireworks Spectacular that raises funds to purchase resources for our students.

Our school has a great atmosphere that welcomes our stakeholders and visitors. We attract large crowds to our Term Assemblies and Annual CWA Country of Study night.

All stakeholders are aware of a reduction in forecasted enrolments due to an aging population in recent years and are determined to maintain and improve our wonderful school for many years to come.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

The results of this process indicated:

Excellence in Learning – Continue to build a culture of high expectations of student behaviour and educational growth. Improve student results on external and internal school performance measures. Improve data and assessment practices and implement more future focused learning opportunities.

Excellence in Teaching – Implement student teacher reviews to ensure all students have a clear understanding of how to improve their learning. Improve inter-school relationships to provide mentoring and coaching support to ensure the ongoing development of all staff.

Excellence in Leading – School leaders will implement a clear process, with accompanying timelines and milestones, towards effectively implementing the school plan. Increase opportunities for staff, students and the community to provide constructive feedback on school practices and procedures.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading 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

Provide students with skills to grasp every opportunity life presents

Purpose

To deliver high quality teaching and learning experiences that provide a foundation of knowledge through deep learning and authentic understanding of subject matter and the ability to use, critique and apply it appropriately.

With solid foundations in education, students will be able to grasp every opportunity life presents. 'Work at Life' is our school motto.

Overall summary of progress

This year, strategic direction 1 is on track.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers demonstrate skill and capacity to accurately plot students on the numeracy continuum with evidence of all students meeting agreed ILP growth targets.	Students are plotted on the continuum at regular intervals. Teachers have professional dialogue to ensure consistent teacher judgement.	Teacher time and PLAN
Provide extra-curricular activities that compensate for our remote location and provide hands on learning experiences for our students	This year the school provided specialised coaching from Athletics Australia and North Coast Gymnastics through Sporting School grants. We also ran a soccer training afternoon after school in Term 2.	Funds (grants), teacher time, research time
All teachers demonstrate skill and capacity to implement and assess a scope and sequence based on syllabus outcomes in technology, to ensure each student has confidence to use technology	Teachers implemented and assessed syllabus outcomes in technology resulting in student confidence increasing when using technology.	Technology scope and sequence, relevant technology and teacher time.
Principal and teachers create individual performance and development plan (PDP).	100% of teachers created a PDP with a review half yearly and yearly.	Teacher and Principal meetings RAM Equity LowSocio Economic background funding
Provide students with opportunities and experiences they would not normally have access to.	In Term 4, North Coast Gymnastics came to school to focus on body movement. The school then travelled to Brisbane to attend an hour session at Bounce trampoline Park and to the Lyric Theatre to watch The Nut Cracker.	Low Socio Economic background funding

Next Steps

Old Bonalbo PS will continue to provide students with skills to grasp every opportunity life presents, and extend those opportunities. In 2017 teachers will source funds for three school terms to offer expert teaching in a range of sporting disciplines. The school will continue to ensure students have access to up to date technology and lessons on how to use it and incorporate into their lives. Teachers will have new PDP's written and reviewed before the end of Term One. In 2017, Old Bonalbo will be an Early Action for Success (EaFS) school. The K-2 teacher will begin training in L3 to increase the literacy levels in the junior classroom. All teacher will be trained in Targeting Early Numeracy (TEN) in 2017

to increase numeracy levels in the school. Also, teachers, students, parents and carers will continue to collaboratively develop individualised learning plans for each child at Old Bonalbo PS, with a focus on increasing literacy and numeracy standards, future focused learning and collaborative practices.

Strategic Direction 2

Culture of Wellbeing

Purpose

To build on the individual strengths of students and position them to connect, succeed and thrive in life. To develop resilience so as students can understand their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors.

Developing students that thrive in life will ensure socially responsible adults that understand their own personal wellbeing.

Overall summary of progress

Strategic Direction 2 is on track.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers demonstrate skill and capacity to provide inclusive student leadership opportunities within the classroom, school and wider community, including SRC	The SRC has been successful, being responsible for running mufti days, and deciding on what they would like to see at Old Bonalbo PS.	Student time Teacher time
All teachers demonstrate skill and capacity to implement the Old Bonalbo PS welfare and discipline policy	Teachers are consistent when enforcing the Old Bonalbo PS's welfare and discipline policy. Casual Teachers are given the welfare and discipline policy.	Teacher time Policy review and implementation RAM Equity LowSocio Economic background funding
All teachers demonstrate skill and capacity to provide experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.	Teachers have implemented the Bounce Back, program in Personal Development in all classrooms. School expectations are enforced regularly. Be Respectful, Be Safe, Be responsible, Be a learner.	Bounce Back program Teacher time

Next Steps

In 2017, Old Bonalbo PS will move from SRC to school leaders. The Year 6 students will begin their transition to school leaders in Year 5, with added responsibility and role model goals. The welfare and discipline policy will be reviewed. Teachers will be trained in Positive Behaviour for Learning (PBL). The Bounce Back program will continue to be enforced in PD lessons. Teachers will meet regularly to ensure SD2 is on track.

Strategic Direction 3

Sustainability

Purpose

To meet the evolving needs of our students, targeting their individual needs. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools.

Catering for the needs of the students from our area will sustain the future and value of our service to the community of Old Bonalbo. Ensuring sustainability of our school.

Overall summary of progress

In 2016, Strategic Direction 3 (SD3) is mostly on track. Meetings with Community of Schools (CoS) occurred once rather than four times in the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
publish an engaging and informative weekly newsletter and ensure it is widely distributed amongst the community	The newsletter has been published weekly in colour with photographs and up to date information to all school stakeholders as well as being published on the school website.	Principal time RAM Equity LowSocio Economic background funding
Teachers will schedule meetings with parents and carers to review the development of their child	Teachers have formally and informally met with parents and carers on a regular basis to review the development and needs of every child.	Teacher time Parent/carer time
Interact with CoS on a regular basis	Old Bonalbo interacted with our Community of Schools (CoS) in 2016. We attended: Drake performance of Pirates, NAIDOC day at Bonalbo, STEM day with Urbenville, Swimming at Woodenbong, Cross Country at Bonalbo, Athletics at both Urbenville and Tabulam and the Casino Performing Arts Festival with our CoS. Meetings with Community of Schools (CoS) occurred once rather than four times in the year.	Parent helping with transport Teacher time
Continue to invite the community into our school to showcase student achievement and talent to strengthen community and school relationships.	The school invited the community to morning or afternoon teas at the school, with student performance.	Teacher time
School equity loading is used to ensure the school sustains two classes, as expected by the school community.	Two classes ran in 2016.	RAM Equity LowSocio Economic and Aboriginal background loading

Next Steps

In 2017, the community will be informed that the two classes can not be sustained indefinitely and that the school will come together for one day per week this year. The weekly newsletter will become a fortnightly newsletter in Term 2. Parents and carers will continue to meet, both formally and informally with teachers. We will continue to interact with CoS and encourage greater sharing of expert teachers and resources.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	These funds were used to fund extra teacher time to reduce class sizes and increase individualised targeted teaching of students. These funds were also used to run whole school cultural engagement programs at NAIDOC day. These were very successful in building important cultural links to our local community.	\$3 307
Low level adjustment for disability	These funds were used to employ an SLSO to assist students with low level adjustment needs to access the curriculum.	\$1 169 0.1 Staffing entitlement
Quality Teaching, Successful Students (QTSS)	The Principal used these funds for mentoring of new scheme teachers and supporting the PDP process.	0.015 QTSS staffing entitlement
Socio-economic background	These funds were used to fund extra teacher time to reduce class sizes and increase individualised targeted teaching of students. These funds were also used to increase technology in the classroom to enhance engagement and learning to better prepare students for future careers.	\$11 502 0.1 Staffing entitlement

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	9	10	10	12
Girls	8	10	12	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	94.1	93.4	
1	93.8	94.5	95	86.5
2	94	97	93.9	91
3	98.3	95.9	98.4	74.2
4	99.4	94.9	94.3	90.8
5	94.4	95.4	97.8	95.4
6	94.8	97.8	95.1	93.5
All Years	95.2	95.3	94.9	90.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	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	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Our school attendance is below state average. We encourage students to attend school everyday and enforce our attendance policy when an unexplained absence occurs.

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	0.1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

During 2016 all teaching staff were able to access teacher professional learning to support the teaching and learning programs across the school.

Teacher accreditation has continued to be a focus at Old Bonalbo Public School, with 66% of teachers either working towards Proficient Accreditation or in the maintenance phases. Professional learning linked to teacher PDP, plus leader mentorships have supported teacher accreditation in our school.

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

Financial information

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

Income	\$
Balance brought forward	77 898.75
Global funds	58 556.39
Tied funds	36 044.33
School & community sources	11 264.89
Interest	1 406.33
Trust receipts	1 108.50
Canteen	0.00
Total income	186 279.19
Expenditure	
Teaching & learning	
Key learning areas	36 442.95
Excursions	3 247.01
Extracurricular dissections	3 538.77
Library	1 521.54
Training & development	110.00
Tied funds	42 991.36
Short term relief	4 712.22
Administration & office	25 313.90
School-operated canteen	0.00
Utilities	5 566.52
Maintenance	12 065.56
Trust accounts	1 202.92
Capital programs	0.00
Total expenditure	136 712.75
Balance carried forward	49 566.44

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)

All Year 3 and Year 5 students achieved above the national minimum requirements in literacy.

NAPLAN – Numeracy

All Year 3 and Year 5 students achieved above the national minimum requirements in numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Parents at our school evaluation meeting and in our written survey indicated they were happy with the education their children were receiving at our school.

At our student evaluation meeting students said they enjoyed attending our school and were happy with the activities our school offered.

All staff indicated they were happy to be working at Old Bonalbo Public School.

Policy requirements

Aboriginal education

Old Bonalbo Public School incorporates Aboriginal and Torres Strait Islander perspectives into the teaching and learning programs of our school. There is positive recognition of our nations Indigenous history within our school.

Each year our school celebrates NAIDOC, giving a stronger focus to the cultures and values of Aboriginal and Torres Strait Islander peoples, locally and globally. In 2016, our school celebrated NAIDOC Day with Bonalbo Central School. Students were immersed in Aboriginal and Torres Strait Islander culture with activities, performances and a celebration of culture.

Old Bonalbo Public School allocates RAM funding to support Indigenous students in the classroom, increasing teacher time in the school and ensuring Individual Learning Plans are collaboratively implemented between school and home.

Multicultural and anti-racism education

Culturally inclusive teaching practices and explicit teaching of the multicultural aspect of Australian society is incorporated into the curriculum through class themes, discussion and activities.

Old Bonalbo celebrates diversity on Harmony Day,

inviting the community into our school to share cultural dishes for students to share.

Each year, the Old Bonalbo CWA collaborate with our school to introduce a country of study. In 2016, we studied Mongolia. The students researched the country and produced quality assignments on the country.