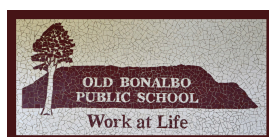


Old Bonalbo Public School

Annual Report



2017



2800

Introduction

The Annual Report for **2017** 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

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 –

- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
- Curriculum delivery integrates technology, library and information services.
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Excellence in Teaching –

- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Excellence in Leading–

- The school solicits and addresses feedback on school performance.
- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- Longer-term financial planning is integrated with school planning and implementation processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

In 2017, Old Bonalbo PS was a phase 2, EAfS school. The K–2 teacher has begun training in L3 and all teachers were trained in TEN. L3 and TEN were implemented in the K–2 classroom. We were successful to obtain grants from Sporting Schools to bring in expert coaches in Athletics, Tennis and Cricket into our school. 100% of teachers and non-teaching staff created individual performance and development plan (PDP) and monitored those plans each term.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers demonstrate skill and capacity to accurately plot students on the numeracy continuum with evidence of all students meeting agreed ILP growth targets.	Teacher time and PLAN	Data is collected on students K–6 at 5 week intervals in both literacy and numeracy. Teachers have professional dialogue to ensure consistent teacher judgement.
Provide extra-curricular activities that compensate for our remote location and provide hands on learning experiences for our students Provide students with opportunities and experiences they would not normally have access to.	Cost to hire a bus for excursions Cost to send one teacher to Canberra with students	This year the school provided expert coaches in Athletics, Tennis and Cricket. In 2017, Old Bonalbo PS provided students with an increased scope of excursions. We went to Dorroughby Environmental Centre, Kyogle Council and Tip, Lismore Museum, Drumming at Drake PS, and Year 5–6 went to Canberra.
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	resources allocation towards technology Teacher time	Teachers implemented and assessed syllabus outcomes in technology, resulting in student confidence increasing when using technology. The school purchases Dot and Dash. Years 2–6 spent one hour per week learning how to code.
Principal and teachers create individual performance and development plan (PDP).	Teacher and Principal meetings	100% of teachers and SLSO's created a PDP with a review half yearly and yearly.

Next Steps

Moving into a new planning cycle, Old Bonalbo PS will continue to give students every opportunity life presents. Our focus will be, Excellence in Learning: L3 and TEN will continue in the K–2 class. In 2018, there will be a K–6 class with two teachers team teaching in the classroom. Early Action for Success (EAfS) will continue with an instructional leader at 0.1 allocation. The Learning Progressions will be introduced and used to track students on PLAN 2. Funding from Sporting Schools will be sourced to bring in expert coaches into our school. Excursions will be linked to curriculum outcomes to extend student learning.

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

In 2017, Old Bonalbo PS moved from a SRC to School Leaders. School Leaders wrote a pledge and were presented with badges at an assembly. Those leaders were given responsibility to increase their self regulation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers demonstrate skill and capacity to provide inclusive student leadership opportunities within the classroom, school and wider community, including school leaders	Teacher time	School leaders were given the responsibility to lead school assemblies as well as Welcome to Country. School leaders were given extra responsibilities including sports supervisors and peer mentor roles.
All teachers demonstrate skill and capacity to implement the Old Bonalbo PS welfare and discipline policy	Teacher time	Teachers explicitly taught school expectations. Principal attended Positive Behaviour for Learning (PBL) Tier 1 learning to begin our transition to become a PBL school in 2018.
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 to benefit children and young people as they grow and develop.	Teacher time Teachers attended Professional Development – mindfulness in the classroom	Teachers attended Professional Development – mindfulness in the classroom and implemented some strategies learned.

Next Steps

Moving into a new planning cycle, Old Bonalbo will continue to promote a culture of wellbeing. In line with the School Excellence Framework (SEF) wellbeing will be included in strategic direction 1.

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 2017, Strategic Direction 3 (SD3) remained a focus in our school. We continued to build relationships with our Community of School (CoS).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
publish an engaging and informative weekly newsletter and ensure it is widely distributed amongst the community	Teacher time	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.
Teachers will schedule meetings with parents and carers to review the development of their child	Teacher time and release	Teachers have formally and informally met with parents and carers on a regular basis to review the development and needs of every child.
Interact with CoS on a regular basis	Teacher time Parent help with transport	Old Bonalbo interacted with our Community of Schools (CoS) in 2017. We attended: a drumming workshop with Drake, 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 after network meeting.
Continue to invite the community into our school to showcase student achievement and talent to strengthen community and school relationships.	Teacher time	The school invited the community to morning and afternoon teas at the school, to showcase student achievement and performance.
School equity loading is used to ensure the school sustains two classes, as expected by the school community.	Two classes ran in 2017	RAM Equity Low Socio Economic and Aboriginal background loading

Next Steps

Moving into a new planning cycle, Old Bonalbo PS will continue to ensure the school remains sustainable. 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. Our focus will be, Excellence in Leading, school leaders will foster high expectations and a shared sense of responsibility for student engagement, learning, development and success with all stakeholders within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8846	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.
Low level adjustment for disability	\$1326 .1 staffing entitlement	These funds were used to employ an SLSO to assist students with low level adjustment needs to access the curriculum.
Quality Teaching, Successful Students (QTSS)	0.015 staffing allocation	These funds were used for the mentoring of new scheme teachers and supporting the PDP process.
Socio-economic background	\$21483 .1 staffing entitlement	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	10	12	12
Girls	10	12	10	7

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	93.4		95.4
1	94.5	95	86.5	93
2	97	93.9	91	90.1
3	95.9	98.4	74.2	93.5
4	94.9	94.3	90.8	93.5
5	95.4	97.8	95.4	95.1
6	97.8	95.1	93.5	86.2
All Years	95.3	94.9	90.2	92
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4		94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	93.9	93.9

Management of non-attendance

Attendance data is regularly checked. Questionable attendance is discussed with parents. For continuing or unresolved attendance problems, a Learning Support Team meeting, involving the Home School Liaison officer is convened.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.62
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*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	0

Professional learning and teacher accreditation

During 2017, all staff were able to access professional learning.

Teacher accreditation has continued to be a focus at Old Bonalbo Public School, with 100% of teachers either working towards Proficiency Accreditation or in the maintenance phase. Professional learning is planned through PDP's and leaders support teachers through the accreditation journey.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	49,566
Global funds	74,055
Tied funds	56,758
School & community sources	6,216
Interest	591
Trust receipts	1,176
Canteen	0
Total Receipts	138,796
Payments	
Teaching & learning	
Key Learning Areas	32,616
Excursions	113
Extracurricular dissections	2,158
Library	821
Training & Development	0
Tied Funds Payments	35,241
Short Term Relief	841
Administration & Office	16,938
Canteen Payments	0
Utilities	4,879
Maintenance	3,065
Trust Payments	1,185
Capital Programs	0
Total Payments	97,856
Balance carried forward	90,507

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	94,656
Appropriation	90,507
Sale of Goods and Services	0
Grants and Contributions	4,100
Gain and Loss	0
Other Revenue	0
Investment Income	49
Expenses	-48,577
Recurrent Expenses	-48,577
Employee Related	-29,780
Operating Expenses	-18,797
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,080
Balance Carried Forward	46,080

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	314,343
Base Per Capita	3,362
Base Location	13,350
Other Base	297,631
Equity Total	51,655
Equity Aboriginal	8,846
Equity Socio economic	31,483
Equity Language	0
Equity Disability	11,326
Targeted Total	0
Other Total	1,530
Grand Total	367,528

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Due to the small number of student enrolled in each grade and to maintain privacy of results the My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2017, Old Bonalbo PS participated in Tell Them from Me surveys.

Results from the parent survey are:

92% of parents feel welcome when they visit the school.

85% of parents said teachers take account of their child's needs, abilities and interests.

70% of parents said they support learning at home.

Results from the student survey (years 4, 5, 6) are:

100% of students said they participate in sport at school, as an extra curricular event.

83% of students said they are interested and motivated in their learning.

100% of students said they put an effort into their learning.

100% of staff indicated that they are happy to work at Old Bonalbo Public School.

Policy requirements

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 2017, we studied Nepal. The students researched the country and produced quality assignments on the country.