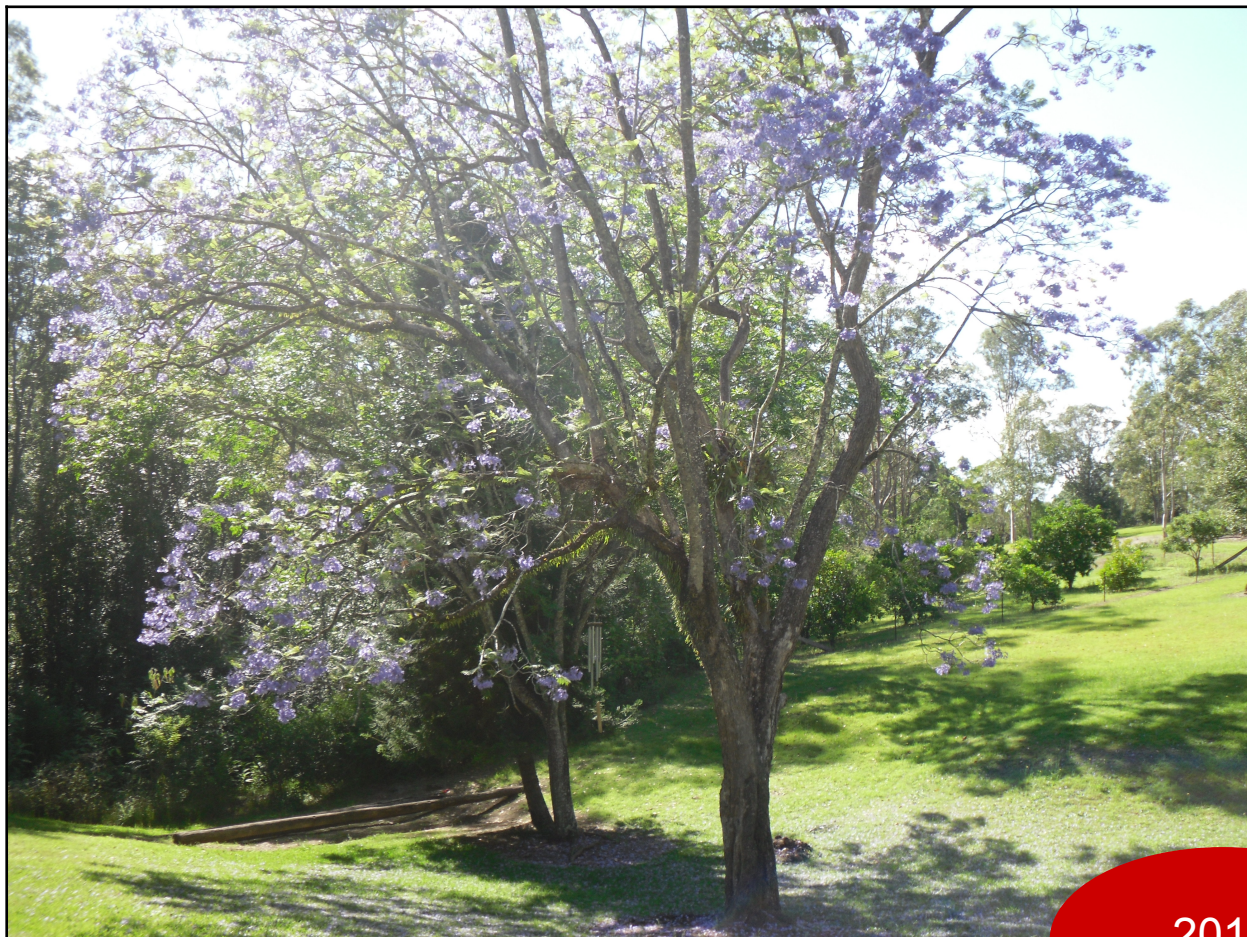


Bobin Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

Students are respectful, caring and tolerant lifelong learners who are 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 17 students. In addition to the Key Learning Areas we participate in a range of extra-curricular activities and programs that foster a lifelong love of learning. Activities include music, sport, 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 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 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 collated to record progress and identify future learning needs. Assessment of performance in other key learning areas is also recorded 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, 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 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>

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

STUDENTS AS LIFELONG LEARNERS

Purpose

To provide a high standard of education through curriculum resources and teaching and learning programs that inspire every student and teacher to excel. To ensure that learning is differentiated for every student. Students are responsible, caring and motivated global citizens, learning within a culture of collaborative, open and evidence based knowledge.

Overall summary of progress

Professional development (Visible Learning) and consistent teacher judgement has maintained a focus on specific areas e.g. Numeracy and Literacy and encouraged a collaborative effort amongst students and staff to engage as life long learners.. Learning and support processes have been enhanced to monitor and plan student progress in Literacy and Numeracy. This has enabled us to improve early identification and intervention to provide more focused support to individual students in partnership with their parents/carers and other external providers were necessary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students meet or exceed expected growth in literacy and numeracy.	Low level adjustment for disability(Equity Loading Staffing) Socio– economic Equity Flexible Funding	NAPLAN results increased with most students attaining at or above the state average in Literacy and Numeracy. Evidence of Individualised curriculum for all students.
Increased student skills in effective use of learning goals and success criteria from 2018 baseline.	Low level adjustment for disability(Equity Loading Staffing) Socio– economic Equity Flexible Funding	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.
Teachers move from delivery to sustaining and growing in the teaching themes of Teaching and Learning Programs and Differentiation, in the School Excellence Framework.	Professional Learning funds– Visible Learning Low level adjustment for disability(Equity Loading Staffing) Socio– economic Equity Flexible Funding	Learning and knowledge gained at Visible Learning development sessions applied in classroom practice. Students more consistently apply success criteria and learning intentions to their classroom work.

Next Steps

At Bobin Public School we are focusing on communicating high expectations for all through the development of a growth mindset through individualised learning goals, linked to the syllabus and whole school management systems. We teach and implement collaborative strategies through the "Window of Safety" and other programs e.g. 'You Can Do It' for students to be able to identify their individual learning challenges and ways to overcome them.

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.

Overall summary of progress

Clear values established and promoted across school community as measured by student, staff and community embracement of agreed vision and values.

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.

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school moves from delivering to sustaining and growing in the theme of collaborative practice and feedback within the School Excellence Framework.	School	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. Feedback is effectively implemented into classroom practice and lesson structures enabling students to use this vital tool between peers and staff.
The school moves from delivering to sustaining and growing in the theme of instructional leadership within the School Excellence Framework.	School	Instructional leadership at Bobin Public School focuses on communicating high expectations for all through the development of a growth mindset through individualised learning goals, linked to the syllabus and whole school management systems.

Next Steps

Through mentoring (Instructional Leadership) and professional learning develop and implement evidence based teaching practices connected with the Visible learning mind frames and student learning goals. Consistently refer to and utilize the School Excellence Framework to guide development in all areas of leadership and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$11,603– Low Level Adjustment for Disability	<p>These funds were used to assist in employing a second teacher an additional two days per fortnight.</p> <p>Continuation of split classes to enable more targeted support of those with extra learning needs.</p> <p>NAPLAN results increased with most students attaining at or above the state average in Literacy and Numeracy. Evidence of Individualised curriculum for all students.</p>
Socio–economic background	\$5,023– Socio–Economic Background	<p>These funds were used to assist in employing a second teacher an additional two days per fortnight.</p> <p>Students have progressed in all key learning areas as evidenced by their progression in the Key Learning Areas of Literacy and Numeracy..</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	1	2	3	3
Girls	11	11	13	15

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	87.4	85.3	92.6
1	92.3	95.7	90.6	79.3
2	86.8	93.5	88.7	91.8
3	93.4	91	85.3	92.1
4	87.9	91.4	92.5	87.4
5		97.8	86	90.3
6			98.9	87.9
All Years	90.4	91.2	89.8	89.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5		93.9	93.8	93.2
6			93.3	92.5
All Years	94.1	94.1	93.9	93.4

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

During 2018 we had no staff who identified as being from Aboriginal descent.

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	50

Professional learning and teacher accreditation

Visible learning

Bell Shakespeare Teacher Mentorship

Principals Network Professional Development

Finance and Staffing Training

2019 Budget Training

You Can Do It –Wellbeing training

CPR

Code of Conduct

Anaphylaxis

Child Protection

Emergency Care

Corruption Prevention

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	24,031
Revenue	318,661
Appropriation	313,277
Sale of Goods and Services	55
Grants and Contributions	5,030
Gain and Loss	0
Other Revenue	0
Investment Income	299
Expenses	-314,267
Recurrent Expenses	-314,267
Employee Related	-288,665
Operating Expenses	-25,602
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	4,394
Balance Carried Forward	28,425

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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	280,327
Base Per Capita	3,094
Base Location	8,069
Other Base	269,164
Equity Total	16,626
Equity Aboriginal	0
Equity Socio economic	5,023
Equity Language	0
Equity Disability	11,603
Targeted Total	0
Other Total	3,026
Grand Total	299,979

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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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the low student cohort we are unable to report on this data

Due to the low student cohort we are unable to report on this data

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Parent/caregiver, student, teacher satisfaction

Ongoing feedback from parents and community members indicates a high level of satisfaction with the school's curriculum and learning culture. Parent's commented on the breadth of learning programs, dedication of teachers and student involvement in extra-curricula learning activities.

Teaching staff are highly satisfied with curriculum development opportunities, student progress, collegial support and ongoing opportunities for staff development.

Students are highly motivated and committed learners, as evidenced by a high level of classroom participation and self-motivated learning projects outside of school hours.

Policy requirements

Aboriginal education

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. Indigenous perspectives are included in curriculum units across key learning areas.

Multicultural and anti-racism education

Bobin School promotes positive multicultural attitudes. Respect, tolerance and harmony towards each other is part of the school culture and is reflected in our behaviour code. We also host and celebrate multicultural education programs by taking part in initiatives such as Harmony Day activities and celebrations. Due to our Window of Safety we continue to achieve a whole-school culture of inclusion and acceptance.