

# Bonalbo Central School

## Annual Report



2018



1290

## Introduction

The Annual Report for **2018** is provided to the community of Bonalbo Central 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.

Desiree Moore

Principal

### School contact details

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## School background

### School vision statement

#### "Lifelong learning for a Positive Future"

Bonalbo Central School develops confident, capable citizens who are prepared for life and driven to succeed.

We use the *Stronger, Smarter* guiding principles to promote high expectations amongst, students, staff, parents/carers and the wider community:

- Honour
- Courage
- Patience
- Presence
- Challenge

### School context

Bonalbo Central School is situated in the upper reaches of the Clarence Valley, approximately seventy kilometres from Casino and provides a full K–12 curriculum.

The school draws the majority of its students from surrounding areas to the north, south and west in approximately equal proportions with some students having up to three bus changes involved in their journey to school.

Parents are on the whole isolated from the Bonalbo village without any public transport links.

Being a K–12 school Bonalbo Central School draws some of its secondary students from its own primary school. Partner schools are up to 30km from Bonalbo.

The school is committed to the provision of comprehensive, quality education: quality teaching and assessment practices; an emphasis on literacy and numeracy K–12; comprehensive student welfare structures; developing school community partnerships; provision of a broad and balanced curriculum.

There are approximately 56 students in Years K–6 and 80 in Years 7–12. Of these 137 students approximately 25% are of ATSI descent.

## 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.

Bonalbo Central School is making solid progress in the domains of Learning, Teaching, and Leading.

In the domain of Learning, our focus has been on the domains of curriculum and learning. We have continued to review and implement the processes and structures concerning Learning and Support and strengthened our monitoring of curriculum across the school.

In the domain of Teaching, we have continued to focus on improving effective classroom practice, through use of the Australian Professional Standards for Teachers and the Performance Development Process. A key strength is staff willingness to share and discuss professional learning to improve practice.

In the domain of Leading, we continued to develop effective processes around school planning and the management of school resources.

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

### Excellence in Learning

#### Purpose

The wellbeing of every student is a priority. A whole-school focus on wellbeing will enhance student engagement and success in learning.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment.

To ensure that learning is personalised and differentiated for every student.

#### Overall summary of progress

The School is working well towards reaching its key improvement measures in this area. Specific successes this year have included the establishment of a strong Learning and Support Team and improved learning referral practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Targeted recommendations of Learning and Support (L&S) Advisory Team are implemented	6–7 Transition \$1,500.00 teacher release Kindy Transition \$7,500.00 teacher release for 15–day program	The School's Transition processes were reviewed in 2018 and well implemented.
Increased parent participation in L&S processes and 3–way conferences		There was a significant increase in parental participation in 3–way conferences for students K–6.
Attendance rate of 85% and above K–12		K–12 attendance for 2018 was 85%.
100% of K–12 students have a Personal Learning Plan (PLP) and/or Individual Learning Plan (ILP)		There was a significant increase in parental participation in the PLP process for students K–6.
Tell Them From Me (TTFM) data		

#### Next Steps

In 2019, we will maintain the development of Learning and Support processes, as well as whole-school Wellbeing practices. We will investigate a targeted approach for improving attendance of some cohorts.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Teachers are responsible for improving their teaching practice in order to improve student learning.

Teachers need to be supported in a collaborative environment to review their progress based on evidence, self-reflection and feedback, including the observation of each other's practices.

To provide quality teaching and learning experiences to ensure every student is actively engaged in order to achieve and thrive.

#### Overall summary of progress

Curriculum delivery remains a key focus of the plan. Strategies have included implementation and review of key syllabus documents, and scope and sequence development. This focus will continue in 2019–2020.

Teacher supervision practices were reviewed in accordance with the Performance and Development Framework and 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
Improved levels of student engagement and use of Higher Order Thinking (HOT) skills reflected in Instructional Practices Inventory (IPI) data		There is evidence that the IPI is continuing to be a reflection tool on curriculum delivery and student engagement.
All Teaching and Learning (T&L) programs reflect the new syllabuses and embed Quality Teaching (QT) practices, evidence of differentiation and a literacy focus		All syllabuses have been updated as required.
NAPLAN growth data – 90% of students achieve expected growth or better in literacy and numeracy in Years 3, 5, 7 and 9		This will be a key focus area for 2019 via the Literacy Team.
HSC Results Analysis Package data reflects improvements to extended written responses		This is a future target area.
All staff have a Professional Development Plan (PDP) that reflects their commitment to the school's improvement agenda and their T&L programs have appropriate registration and reflection		100% of staff have a PDP and are committed to professional learning. All teaching and learning programs include appropriate documentation.

#### Next Steps

The establishment of a Literacy Team is a priority for 2019.

The IPI process will be developed further.

Teacher professional learning practices will include methods to encourage accreditation at higher levels and/or leadership positions.

## Strategic Direction 3

Excellence in Leading

### Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Leaders are committed to fostering a school-wide culture of high expectations and a shared responsibility for improved student and school outcomes.

To drive whole-school improvement and foster a collaborative ethos for sustained growth

To streamline administrative systems, structures and processes that underpin ongoing school improvements

### Overall summary of progress

Focus groups in Aboriginal Education, Literacy, Information Technology and Wellbeing were identified.

Leadership opportunities were provided to staff and this was reflected in PDPs.

The School's administrative processes were reviewed and key enhancements identified.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Each team meets regularly, establishes goals, implements plans and initiatives and evaluates them		Focus groups were identified around the key areas of Aboriginal Education, Literacy, Information Technology and Wellbeing.
Increased participation in Professional Learning and network meetings	\$27,519.00 for registration fees and release cover	There has been a significant increase in professional learning. Staff regularly attend network meetings
Increased numbers of students standing for leadership positions		Continuing in 2019.
Increased numbers of student-driven activities		Opportunities for students across a variety of sporting and cultural pursuits has increased.
100% of staff complete administrative tasks effectively and on time		Supervision practices have been enhanced to achieve this goal.

### Next Steps

The establishment of the focus groups will be a priority for 2019. Each group will have an action plan that targets its goals for improvement.

Administrative systems and practices will continue to be enhanced in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$75,042.00)</li> <li>• Aboriginal background loading (\$0.00)</li> </ul>	In reflection of our school's context, Aboriginal Education is a key component of our School Plan. Key events are celebrated and Aboriginal perspectives are included in key decision making and teaching and learning programs.
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$85,424.00)</li> <li>• Low level adjustment for disability (\$0.00)</li> </ul>	The Learning and Support Team managed the support needs of students K–12 in consultation with in–school staff and the School Services Team. This has led to adjustments and accommodations that meet the needs of students.
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• Socio–economic background (\$206,022.00)</li> <li>• Socio–economic background (\$0.00)</li> </ul>	Funds were used to support the school's Strategic Directions. This included staffing to support student progress and wellbeing, supplementing the cost of activities for students and professional learning development activities for staff.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	64	71	53	60
Girls	64	73	76	71

Bonalbo Central student enrolment continues to be fluid due to the changing context and needs of our families. Retention of senior students is relatively strong.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	83	90	89.8	90.3
1	90.1	89.2	88.3	90.7
2	90.1	88.3	85.4	91.3
3	97.1	84.5	91	86.8
4	85.9	87.3	87.8	90.6
5	92.6	88.3	89.7	92.1
6	85	97.5	88.9	95.2
7	80.3	81.5	83.2	83.5
8	70	70.7	81.4	74
9	68.1	66.7	72	86.5
10	72.4	68.5	71.3	77.9
11	60.5	65.2	66.8	76
12	70.5	76.7	84.5	86.9
All Years	76	77.5	81.6	85
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	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

### Management of non-attendance

At Bonalbo Central School we follow the Department's Attendance and Enrolment procedures.

Non-attendance is managed through consistent follow-up via phone calls, letters and the use of online platforms. Incidents of high level non-attendance are referred to the Home School Liaison Officer.

Wellbeing programs, such as Breakfast Club, are

available to support students and this impacts positively on attendance.

### Structure of classes

In Primary, classes are structured according to student numbers and to best meet Stage outcomes.

In Secondary, classes are organised along Stage lines, allowing for Stage 6 to be structured according to student choice.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	28
Employment	0	0	56
TAFE entry	0	0	0
University Entry	0	0	14
Other	0	0	0
Unknown	0	0	0

As has been the usual trend, all of our senior students continue to finish school, with either tertiary enrolment or employment as their destination.

### Year 12 vocational or trade training

HSC students are able to complete Certificate courses in Hospitality and Primary Industries as part of their studies.

### Year 12 attaining HSC or equivalent

100% of students achieved their Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	10.09
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.57
School Counsellor	0.6
School Administration and Support Staff	7.39
Other Positions	0.1

\*Full Time Equivalent

At Bonalbo Central School three members of staff identify as Aboriginal and Torres Strait Islander.

### 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

All teachers are at Proficiency within the Australian Professional Standards for Teachers.

Professional Learning is embedded within staff Performance and Development Plans and is linked to the Strategic Directions of the School Plan.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	582,929
<b>Revenue</b>	3,222,177
Appropriation	3,099,179
Sale of Goods and Services	64,367
Grants and Contributions	46,659
Gain and Loss	0
Other Revenue	6,255
Investment Income	5,718
<b>Expenses</b>	-3,058,552
Recurrent Expenses	-3,058,552
Employee Related	-2,721,071
Operating Expenses	-337,481
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	163,626
<b>Balance Carried Forward</b>	746,554

Our school's financial management processes and governance structures meet financial policy requirements by maintaining a regular accrual of spending versus planning.

In 2018 the school supplemented its resources in Technology and facilities' upgrades.

Our funds are expended to improve teaching and learning outcomes for all students.

In 2019, curriculum development around resources and professional learning for staff will be a key focus. Community engagement will be enhanced through further spending on promotional signage and communication methods, along with outside learning space facilities.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,085,410
Base Per Capita	25,737
Base Location	80,606
Other Base	1,979,067
<b>Equity Total</b>	366,488
Equity Aboriginal	75,042
Equity Socio economic	206,022
Equity Language	0
Equity Disability	85,424
<b>Targeted Total</b>	376,449
<b>Other Total</b>	180,379
<b>Grand Total</b>	3,008,726

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.

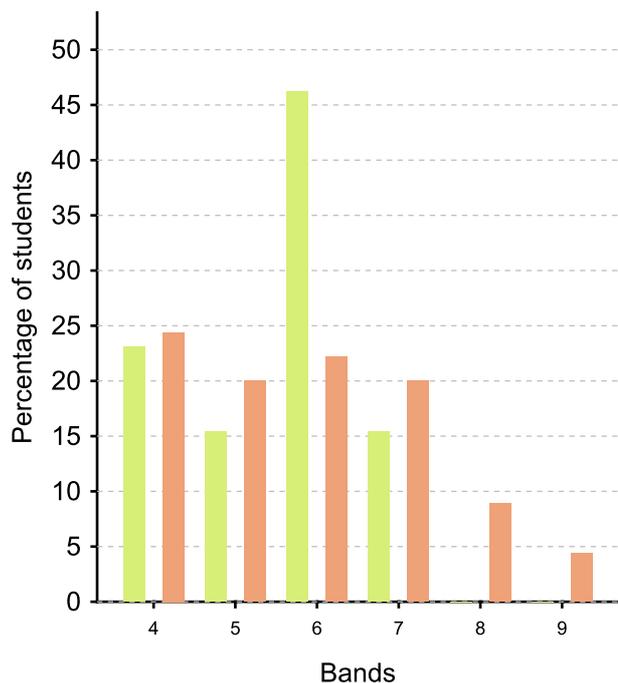
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Our students participated in the paper formats of NAPLAN in 2018. The small cohort of students at Bonalbo Central School means we cannot report on school trends. However, Literacy performance in Year 3 is pleasing, with 50% of students performing above expected achievement in Reading and Writing. In Year 5, 65% of students achieved proficiency in Writing.

On average, 65% of students in Years 7 and 9 perform at or above proficiency in Literacy. However, Writing is an identified area of need.

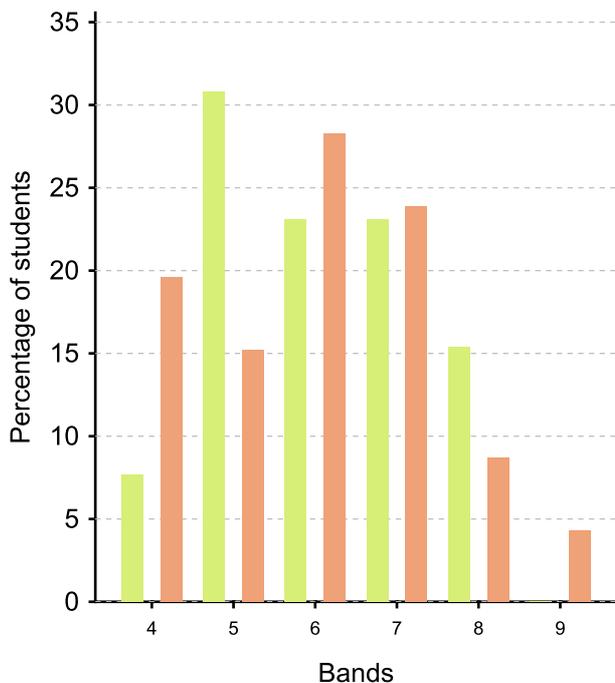
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	23.1	15.4	46.2	15.4	0.0	0.0
School avg 2016-2018	24.4	20	22.2	20	8.9	4.4

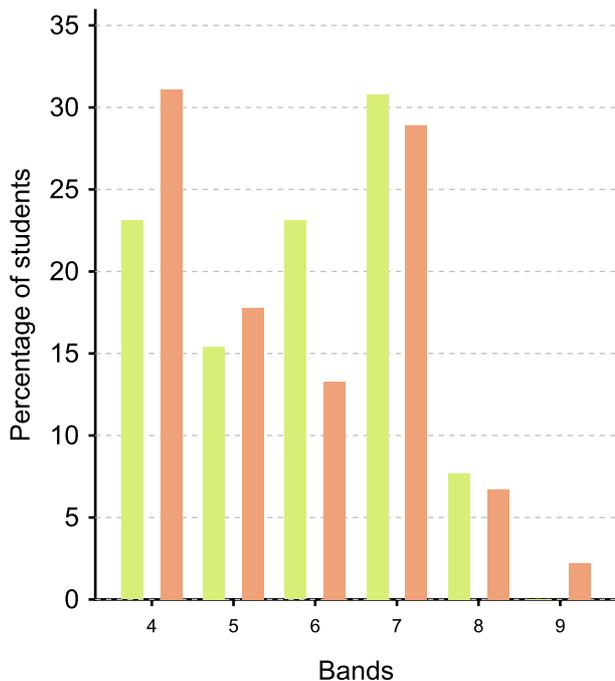
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	7.7	30.8	23.1	23.1	15.4	0.0
School avg 2016-2018	19.6	15.2	28.3	23.9	8.7	4.3

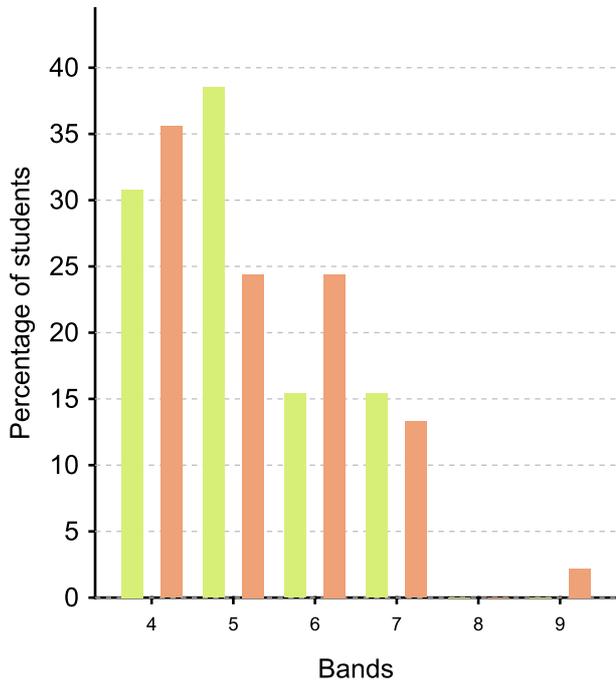
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	23.1	15.4	23.1	30.8	7.7	0.0
School avg 2016-2018	31.1	17.8	13.3	28.9	6.7	2.2

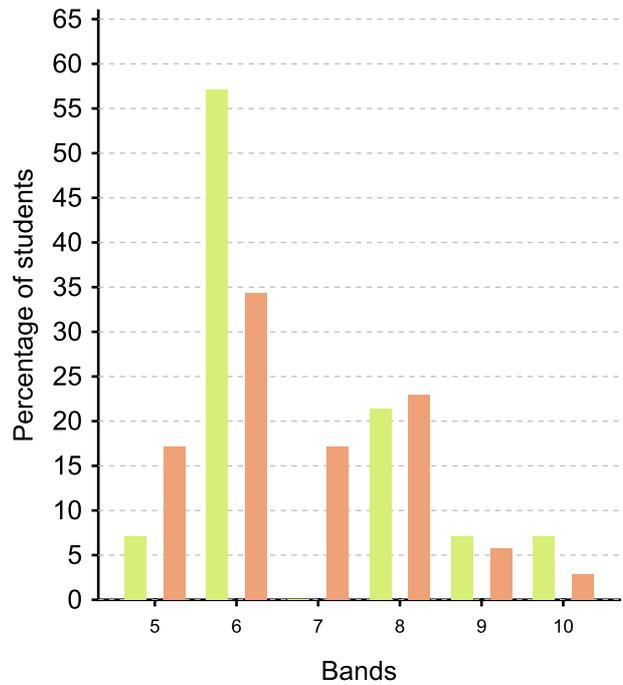
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	30.8	38.5	15.4	15.4	0.0	0.0
School avg 2016-2018	35.6	24.4	24.4	13.3	0	2.2

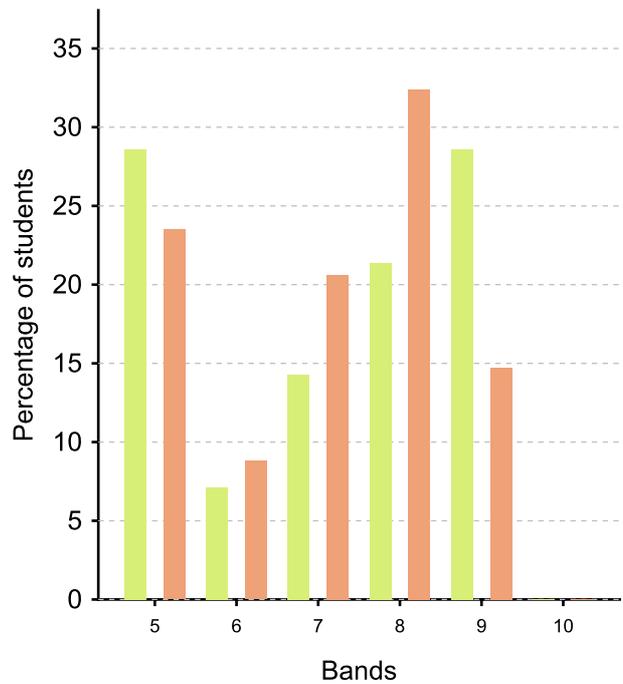
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.1	57.1	0.0	21.4	7.1	7.1
School avg 2016-2018	17.1	34.3	17.1	22.9	5.7	2.9

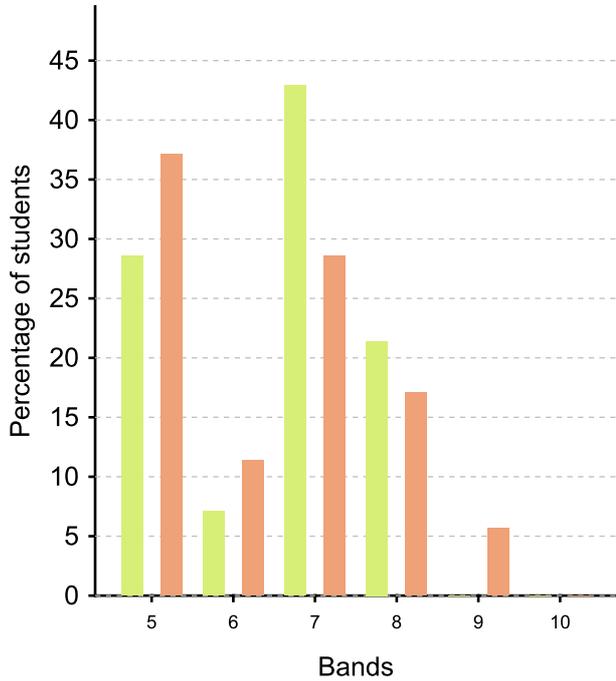
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	28.6	7.1	14.3	21.4	28.6	0.0
School avg 2016-2018	23.5	8.8	20.6	32.4	14.7	0

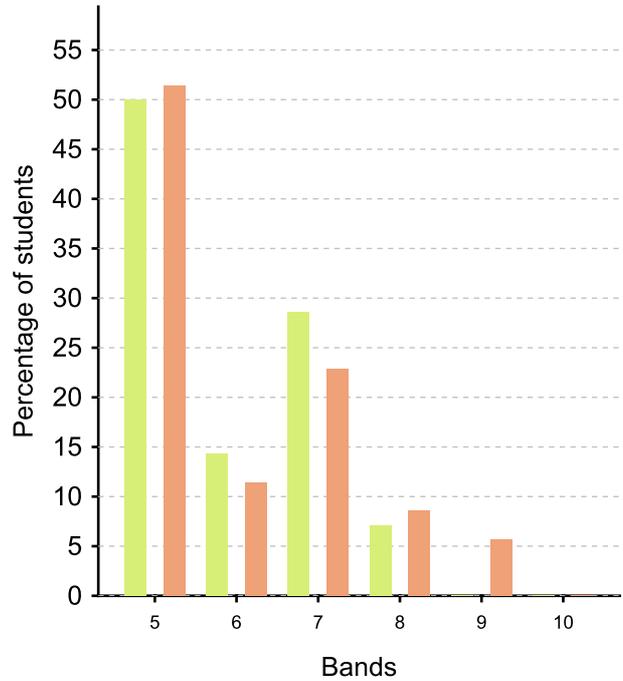
Percentage in bands:  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	28.6	7.1	42.9	21.4	0.0	0.0
School avg 2016-2018	37.1	11.4	28.6	17.1	5.7	0

Percentage in bands:  
Year 9 Writing

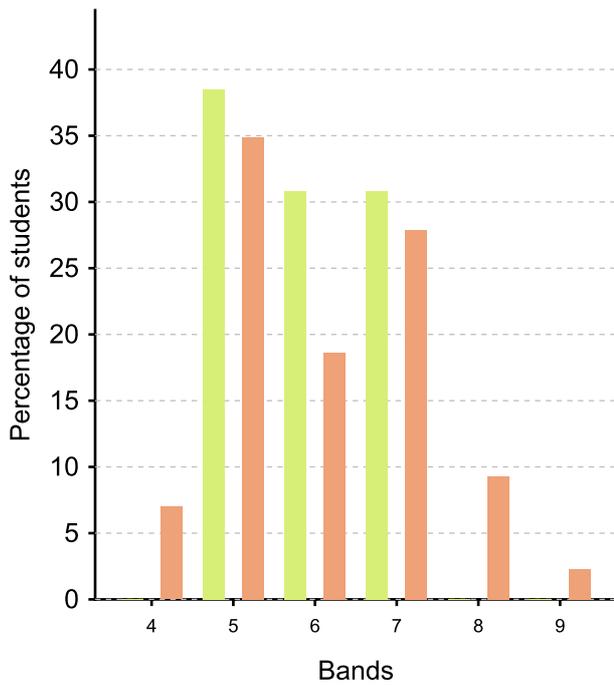


Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	50.0	14.3	28.6	7.1	0.0	0.0
School avg 2016-2018	51.4	11.4	22.9	8.6	5.7	0

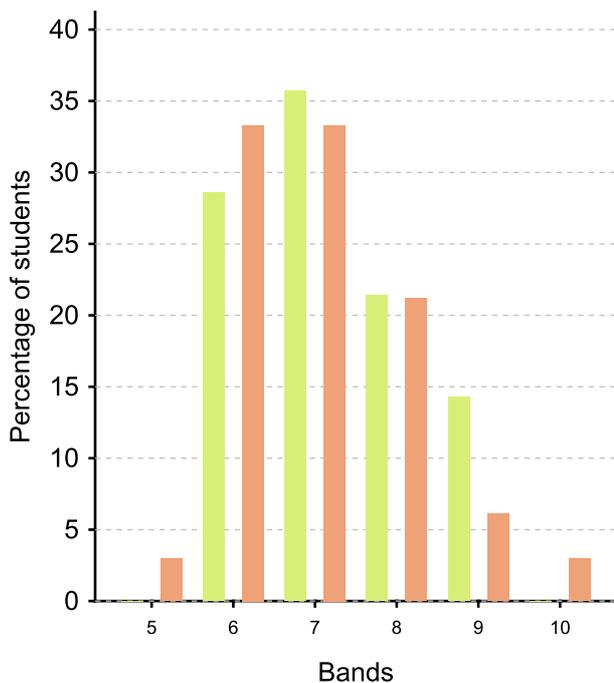
The small cohort of students at Bonalbo Central School means we cannot report on school trends in Numeracy. However, across the school there is a range of student performance. A future goal is to move students achieving in the middle band to higher levels of proficiency.

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	38.5	30.8	30.8	0.0	0.0
School avg 2016-2018	7	34.9	18.6	27.9	9.3	2.3

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	28.6	35.7	21.4	14.3	0.0
School avg 2016-2018	3	33.3	33.3	21.2	6.1	3

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.

The *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands are still areas of focus.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

As the cohort was small, our results cannot be displayed as a graph. Students studied a range of courses across the spectrum of the curriculum including ATAR and non ATAR eligible and VET subjects.

### Parent/caregiver, student, teacher satisfaction

In 2018 a variety of methods were used to gather feedback from parents, students, teachers and the wider community. These methods included surveys, discussions and evaluations of specific school programs and activities. Communication with parents and community has improved through strategies such as the introduction of 'Three-Way Conferencing' and increased on-line communication platforms. We plan to implement the 360 degree feedback tool to gather more specific information about school communication.

### Policy requirements

#### Aboriginal education

Bonalbo Central School received Aboriginal background funding in 2018. Our plan included :The employment of Aboriginal support staff to assist with learning in the classroom and enhance the percentage of students on task behaviour. Aboriginal Education meetings to be held regularly with a published agenda and clearly articulated goals from each meeting. NAIDOC celebrations including participation from the local and wider North Coast community. Recognition of Sorry Day and National Apology Day through a series of class based activities. Implementation of Stronger/Smarter principles into school planning and wellbeing processes. Further development of Aboriginal perspectives embedded into the curriculum K-12.

## **Multicultural and anti-racism education**

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs. An anti-racism officer was trained and appointed in 2016 and continued in the role in 2018. Harmony Day celebrations continue to be a positive aspect of our school culture.