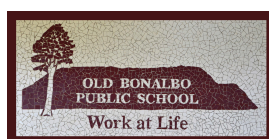


# Old Bonalbo Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Kandas Petty

Relieving Principal

### School contact details

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# School background

## School vision statement

Old Bonalbo Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

This means the school, community members, parents and carers work in partnership, with the commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world, and to develop each individual child.

## School context

Old Bonalbo Public school is a small, rural school. 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.

We have an active and supportive P&C. They hold an annual Fireworks Spectacular that raises funds to purchase resources for our students. We attract large crowds to our Term Assemblies and annual CWA Country of Study night..

# 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.

### 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 use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

\*Assessment instruments are used regularly to monitor students 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

### Excellence in Learning

#### Purpose

For students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. To prepare students for rewarding lives in an increasingly complex world.

#### Overall summary of progress

In 2018, Old Bonalbo PS was a phase 2, Early Action for Success school. The principal and teacher worked with the Instructional Leader to implement strategies that targeted different aspects of the Literacy Progressions. We were successful to obtain grants from Sporting Schools to bring in expert coaches in Athletics and gymnastics. All staff created individual performance and development plans (PDP) and monitored the plans each term.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students achieving at or above expected indicators on the learning progressions		All students are achieving at expected learning progressions in Literacy and Numeracy.
All teachers recording progression data on PLAN 2 every 5 weeks, then using that data to inform their programming.		All data in 2018 was being recorded by the schools Instructional Leader and discussed with classroom teaches.
Teachers implement PBL and Stronger Smarter strategies across the school.	Posters created with students.  Certificates and prizes brought for PBL.	Teachers implemented PBL training and strategies with behaviour incidents decreasing.
The school continues to collaborate with Bonalbo Central to build strong links for students transitioning to high school.	Principal, Learning and Support, counsellor and teacher meetings	

#### Next Steps

Moving into a new planning cycle, Old Bonalbo Public School will continue to use Plan 2 data as well as continue to use the progressions to inform teaching. In Term 1 of 2019 the Instructional Leader position will be split across local schools which will impact on our data processes.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

For teachers to demonstrate personal responsibility for improving their practice in order to improve engagement and student learning.

#### Overall summary of progress

In 2018 teachers continued their professional learning and collaboration in order to enhance student learning and wellbeing outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use professional standards and PDP's to identify and monitor specific areas for development or continual improvement.	Teacher time.	All staff develop and maintain a professional development and performance plan which was reviewed throughout the year.
All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.	Staff development time.	Professional development activities lead by the instructional leader focused on explicit teaching methods.
The learning goals for students are informed by analysis of internal and external student progress and achievement data.	Instructional leader (IL)	Student progress performance data continues to inform learning programs in classes.
A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.	Resources such as class prizes, certificates, posters.	Positive Behaviour for Learning (PBL) continues to be embedded across the school.

#### Next Steps

In 2018 staff continue to embed and attend professional learning in the areas of explicit teaching and evidence informed planning. Positive Behaviour for Learning continues to be embedded in the school wellbeing program and professional learning undertaken by new staff.

### Strategic Direction 3

#### Excellence in Leading

#### Purpose

For the school leadership team to foster high expectations and a shared sense of responsibility for student engagement, learning, development and success with all stakeholders within the school. The school leadership team must ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

#### Overall summary of progress

The relieving principal at old Bonalbo Public School modelled instructional leadership so that a culture of high expectations continued.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.		The relieving principal at old Bonalbo Public School modelled instructional leadership so that the culture of the school was enhanced.
The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.		School plan processes continue to be evaluated as to their effectiveness and impact.
Resources are strategically allocated to achieve improved student outcomes and high quality service delivery.	Key initiative funding.	Staffing and school fund resources were used to employ an additional teacher part-time.
The leadership team measures school community satisfaction and shares its analysis and actions in response to findings with the community.		Community satisfaction is regularly assessed and strategies implemented to improve this.

#### Next Steps

In 2019 we will continue to access the Tell Them From Me (TTFM) Survey to gain an understanding of school satisfaction and direction. Findings from this process will inform the current and future school plans.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9894	Smaller class size worked well – students had, at times, 1–2 ratio in K–2.  Built important cultural links to our local community.
<b>Low level adjustment for disability</b>	\$13446	Used to have a second teacher on site to reduce class size and help students with a low level adjustment needs to access the curriculum.
<b>Quality Teaching, Successful Students (QTSS)</b>		PDP were developed with principal assistance
<b>Socio–economic background</b>	\$38504	Resources have been purchased – games to assist students learn –



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	10	12	12	8
Girls	12	10	7	9

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4		95.4	94
1	95	86.5	93	92.1
2	93.9	91	90.1	65.5
3	98.4	74.2	93.5	92.7
4	94.3	90.8	93.5	93.7
5	97.8	95.4	95.1	92.6
6	95.1	93.5	86.2	93.2
All Years	94.9	90.2	92	91.3
State DoE				
Year	2015	2016	2017	2018
K	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
All Years	94	93.9	93.9	93.4

### 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(s)	1
Classroom Teacher(s)	0.26
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

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.

### 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 2018, 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

### 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>	46,080
<b>Revenue</b>	397,891
Appropriation	386,375
Sale of Goods and Services	0
Grants and Contributions	11,044
Gain and Loss	0
Other Revenue	0
Investment Income	472
<b>Expenses</b>	-370,437
Recurrent Expenses	-370,437
Employee Related	-324,097
Operating Expenses	-46,340
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	27,453
<b>Balance Carried Forward</b>	73,533

The school's financial management processes and governance structures include regular finance meetings between the principal and School Administration Manager.

### 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>	284,666
Base Per Capita	3,674
Base Location	12,295
Other Base	268,696
<b>Equity Total</b>	61,844
Equity Aboriginal	9,894
Equity Socio economic	38,504
Equity Language	0
Equity Disability	13,446
<b>Targeted Total</b>	0
<b>Other Total</b>	3,651
<b>Grand Total</b>	350,160

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.

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

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>

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

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>

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled

scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

One of the Premier's priorities related to education, is to increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by eight per cent by 2019.

The second priority related to education, is to increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30 per cent by 2019.

## Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

Tell Them from Me survey indicates that 75% of students had a high sense of belonging. 100% of students valued school outcomes. 75% of students were interested and motivated in their learning

Students scored relevance, positive Teacher–Student Relations and Expectations for Success highly.

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 is committed to improving educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. Our school continues to provide programs designed to educate students about Aboriginal history, culture and contemporary Aboriginal Australia. These programs are presented as part of a wider philosophy to prepare all students to be worthy citizens in the multicultural, inclusive society that is representative of modern Australia. Old Bonalbo Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so students develop a deep

knowledge and understanding about Australia's first peoples.

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 2018, 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.

### 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 Country Women's Association collaborate with our school to introduce a country of study. In 2018, we studied Poland. The students researched the country and produced quality assignments on the country.

Old Bonalbo Public School follows the DEC Anti–Racism Policy. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.