

Bobin Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Bobin Public School
Bulga Rd
Bobin, 2429
www.bobin-p.schools.nsw.edu.au
bobin-p.school@det.nsw.edu.au
6550 5147

Message from the principal

2019 was an exceptional year for Bobin Public School. On Friday November 8, our school was impacted by the Rumba Dump fire which resulted in a massive loss of infrastructure, including: our classroom, administration building, toilet block, bike shed, garden shed and community vegetable garden. Basically, everything except the original school building, which is also our library, our tennis court and orchard, was lost.

After the fire we completed our school year within Wingham Public School.

Prior to the fire we had implemented changes to our mathematics curriculum, introduced Visible Learning across all curriculum areas and maintained our high-level focus on literacy and creative arts programs throughout the year. We enjoyed a whole-school excursion to Sydney and a Year Six 'cultural get-away' in Newcastle.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

90% of students meet or exceed expected growth in literacy and numeracy.

Increased student skills in effective use of learning goals and success criteria from 2018 baseline.

Teachers move from delivery to sustaining and growing in the teaching themes of Teaching and Learning Programs and Differentiation, in the School Excellence Framework.

Progress towards achieving improvement measures

Process 1: Curriculum

Build consistency in teacher judgement and evidence based approaches, programs and assessments to identify, monitor and review individual student learning needs.

Implementation and use of both the literacy and numeracy progressions to support formative assessment to inform teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Questions– Are students using learning intentions and success criteria to describe their learning?</p> <p>Has feedback quality and frequency improved?</p> <p>Do students demonstrate improved understanding of their learning progress?</p> <p>Data– Repeat of interviews conducted in Term 2 2019 to establish growth.</p> <p>Principal and teacher professional reflections about improved use of feedback in classrooms.</p> <p>Structured observations/interviews of students during a lesson to determine effective understanding of learning intentions and success criteria.</p> <p>Note: All hard copies of data was lost to the fire of November 8 2019.</p>	

Process 2: Self Directed Learning

Enhancement of the quality of personalised learning plans and learning journals to ensure students are setting, working on and meeting individual goals including an improvement in their ability to describe their learning.

Learning intentions and success criteria are available to students enabling them to be engaged and active in the learning process. (Visible Learning)

All students have opportunities to meet with teacher/s who can provide support and assistance to enable them to progress and fulfil their potential.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Students demonstrated an increased awareness of themselves as learners and were able to identify the learning intention of each lesson and whether they had satisfied the success criteria or not. This was evidenced through peer–assessment and random survey of students during key lessons.

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.

Improvement Measures

The school moves from delivering to sustaining and growing in the theme of collaborative practice and feedback within the School Excellence Framework.

The school moves from delivering to sustaining and growing in the theme of instructional leadership within the School Excellence Framework.

Progress towards achieving improvement measures

Process 1: School Planning, Implementation and Reporting.

Teaching staff to develop their ongoing capacity to implement a sustainable program of self-directed learning, where students 'learn how to learn' and engage with the world in a more authentic, evidence based and inquiring manner – 'Visible Learning'

Evaluation	Funds Expended (Resources)
Teaching staff attended all visible learning professional development sessions. Upon return a sustainable program of self directed learning was implemented, where students learning processes were made explicit throughout. Students increased their capacity to take on self-directed learning projects and could explain their purpose and what they had learned.	

Process 2: Educational Leadership

Development of distributed leadership capabilities with a focus on instructional leadership.

Evaluation	Funds Expended (Resources)
Principal attended executive Visible Learning professional development sessions and communicated relevant information to all staff and parent community, via staff meetings and P&C meetings.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Learning Support Teacher employed to provide specialised instruction for identified students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 660.00) 	<p>Program ran throughout the year with Learning Support Teacher.</p> <p>Final review not complete at end of Term 4 due to bush fire. Extended to Term 1 2020.</p>
Socio-economic background	<p>Classroom teacher employed for extra days to fulfill this need.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2 845.00) 	<p>Students showed higher levels of engagement and improvement in separate classes for literacy and numeracy, as evidenced by amount of work completed, quality and results.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	2	3	3	5
Girls	11	13	15	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.4	85.3	92.6	
1	95.7	90.6	79.3	71.4
2	93.5	88.7	91.8	89.8
3	91	85.3	92.1	93.3
4	91.4	92.5	87.4	85.4
5	97.8	86	90.3	88.4
6		98.9	87.9	88.2
All Years	91.2	89.8	89.9	89.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6		93.3	92.5	92.1
All Years	94.1	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-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	0.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	28,425
Revenue	380,668
Appropriation	362,280
Sale of Goods and Services	14
Grants and contributions	18,167
Investment income	207
Expenses	-389,562
Employee related	-337,079
Operating expenses	-52,483
Surplus / deficit for the year	-8,894

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	18,605
Equity - Aboriginal	0
Equity - Socio-economic	5,262
Equity - Language	0
Equity - Disability	13,342
Base Total	302,953
Base - Per Capita	4,223
Base - Location	8,585
Base - Other	290,144
Other Total	17,353
Grand Total	338,910

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The results of a school-wide community survey showed that parents are pleased with the quality of education provided at Bobin Public School. Highlighted strengths include: small classes and resulting student to teacher ratio; individualised learning; high level of extra curricular activities; and ongoing opportunities for music and other performing arts activities.

Areas of possible improvement include: the need for more inter school sporting opportunities; and an increased focus on numeracy – including helping parents gain the skills to assist with their child's numeracy development at home.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.