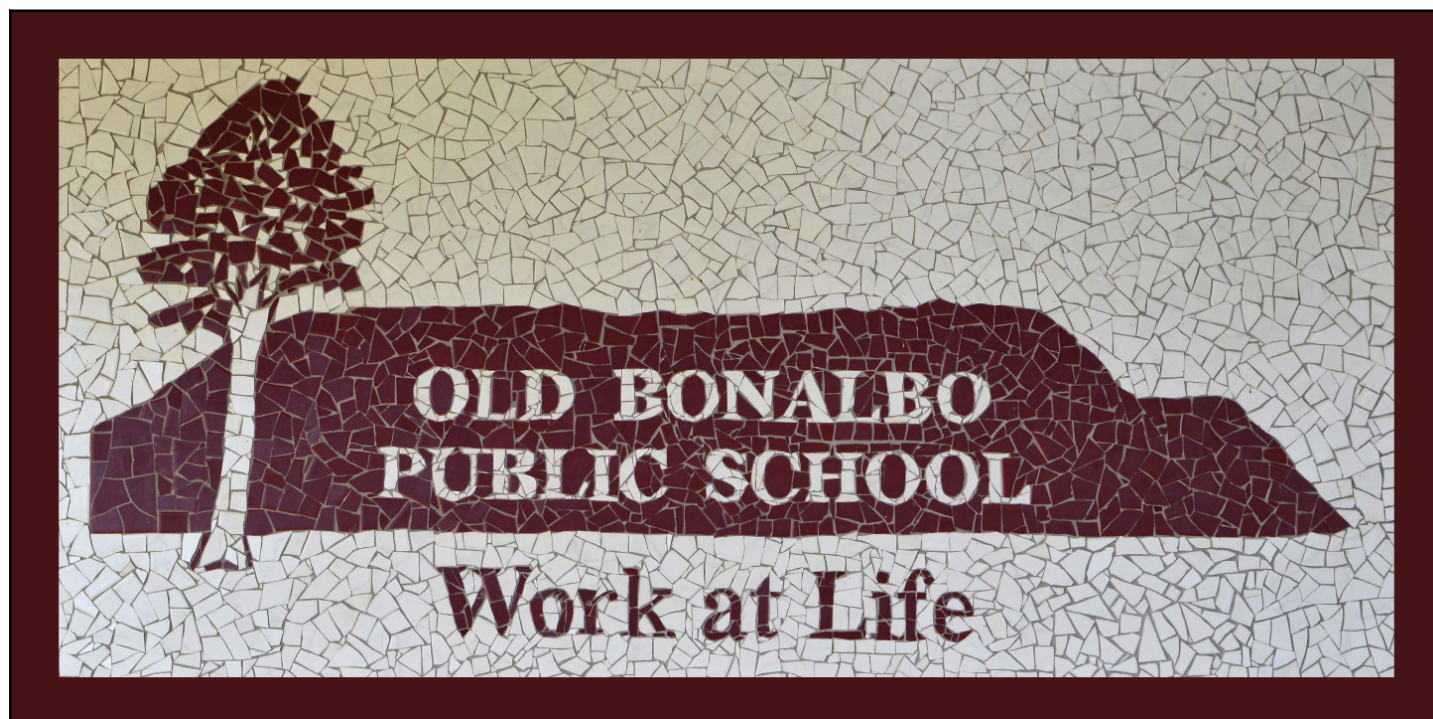


Old Bonalbo Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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 and assists with excursions for our students. We attract large crowds to our Kitchen Garden Shared Table events and annual CWA Country of Study day.

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Increase of students achieving at or above expected indicators on the learning progressions

All teachers recording progression data on PLAN 2 every 5 weeks, then using that data to inform their programming.

Teachers implement PBL and Stronger Smarter strategies across the school.

The school continues to collaborate with Bonalbo Central to build strong links for students transitioning to high school.

Progress towards achieving improvement measures

Process 1: Drawing on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
An evaluation of the current literacy and numeracy teachings was completed at the end of Term 4. This involved consulting with fellow staff members. An evaluation was done on the spelling program used; Soundwaves and results found that it did not produce the desired results. As a result key curriculum plans in literacy and numeracy have been amended. These will be implemented in 2020.	extra admin days to teaching principal was utilised Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$500.00)

Process 2: Implementing a whole school approach to students well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
A review of current practices surrounding student wellbeing took place. This resulted in working with AP Learning and Support and Wellbeing to develop learning intentions around Positive Behaviour Learning (PBL). PBL will be a main focus for 2020 and having new staff trained.	Access to Learning and Support AP as well as Wellbeing AP support. Teaching Principal time off class to liaise with support staff and fellow teachers. Professional reading time. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$1000.00)

Process 3: Meet with our community of schools to ensure collaboration towards improves transition to high school and collegial networks.

Evaluation	Funds Expended (Resources)
A review of our current activities regarding key transitions involving Bonalbo Central School took place at the end of Term 4. This involved working closely with Bonalbo Central School staff to ensure planning for success for students going into high school was accomplished. Further connection with community of schools group will continue in 2020.	

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.

Improvement Measures

All teachers use professional standards and PDP's to identify and monitor specific areas for development or continual improvement.

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.

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Progress towards achieving improvement measures

Process 1: All staff develop PDP's inline with school strategic directions

Evaluation	Funds Expended (Resources)
A review of staff PDP's and whether they are in line with school strategic direction and personal goals took place. As a result staff had a clear understanding of schools strategic goals and how to be able to work their personal goals alongside the schools to achieve the acquired performance development. This process of meetings for PDP with all staff will continue in 2020.	time off class to develop and review PDP's with all staff. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$500.00)

Process 2: Teachers and school leadership team engage in evidence based professional development

Evaluation	Funds Expended (Resources)
The review completed at the End of Term 4 regarding the leadership team's professional learning resulted in acknowledging the gaps of leadership and ensuring in 2020 that these gaps are attended to. This will be achieved through teachers attending leadership professional learning and being given further opportunities in leadership roles.	Professional Learning funding was used to have teachers attend Professional learning around leadership. Funding Sources: <ul style="list-style-type: none">• (\$0.00)

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.

Improvement Measures

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 school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.

Resources are strategically allocated to achieve improved student outcomes and high quality service delivery.

The leadership team measures school community satisfaction and shares its analysis and actions in response to findings with the community.

Progress towards achieving improvement measures

Process 1: The leadership team participates in shoulder to shoulder teaching with teachers

Evaluation	Funds Expended (Resources)
The review on the multifaceted role of the teaching principal will continue to be addressed in 2020. With a new teacher on board 5 days a week in 2020, more opportunities for leadership shoulder to shoulder teaching to occur.	

Process 2: implementing targeted interventions in literacy and numeracy according to student needs
ongoing monitoring of student progress against the literacy and numeracy progressions
differentiating teaching practice that focuses on the needs of the individual student

Evaluation	Funds Expended (Resources)
Individual plans in wellbeing and curriculum for all students were completed each term. This resulted in an increase in students' engagement in their learning as well as their ability to set goals in Literacy and Numeracy. This process will continue in 2020 with further emphasis on regular parent/teacher meetings.	time off class for teachers to have conferences with students and parents/carers regarding Individual Learning Plans. Funding from school funds.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$8 096.00) 	<p>Smaller class size worked well – students had most times 1 on 1 ratio in K–2 class.</p> <p>Continued to build cultural links with our local community.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 706.00) 	Used to have a second teacher on site to reduce class size and increase low level adjustment needs to students in order to access the curriculum.
Quality Teaching, Successful Students (QTSS)		Professional Development Plans (PDP) developed for all staff.
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$35 990.00) 	Resources purchased in K–2 room to assist with transition program as well as Literacy and Numeracy resources in line with progression goals being worked on by teachers and Instructional Leader.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	12	12	8	6
Girls	10	7	9	5

Student attendance profile

School				
Year	2016	2017	2018	2019
K		95.4	94	87.5
1	86.5	93	92.1	
2	91	90.1	65.5	95.8
3	74.2	93.5	92.7	87.5
4	90.8	93.5	93.7	93.8
5	95.4	95.1	92.6	93.9
6	93.5	86.2	93.2	93.8
All Years	90.2	92	91.3	94.2
State DoE				
Year	2016	2017	2018	2019
K		94.4	93.8	93.1
1	93.9	93.8	93.4	
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	93.4	93.3	92.5	92.1
All Years	93.9	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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	73,533
Revenue	421,576
Appropriation	409,698
Grants and contributions	11,529
Investment income	349
Expenses	-457,456
Employee related	-358,101
Operating expenses	-99,354
Surplus / deficit for the year	-35,880

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	14,084
Equity Total	59,508
Equity - Aboriginal	8,096
Equity - Socio-economic	35,890
Equity - Language	0
Equity - Disability	15,522
Base Total	304,874
Base - Per Capita	3,989
Base - Location	12,095
Base - Other	288,790
Other Total	21,280
Grand Total	399,746

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

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

Their responses are presented below.

Tell Them From Me Survey indicates that

- Parents feel welcome when they visit the school.
- Parents said teachers take account of their child's needs, abilities and interests.
- 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.

91% 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..

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

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.