

2020 Annual Report

Bobin Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was an exceptional year for Bobin Public School students, staff and community, as we worked together to rebuild our school following the November 2019 bush fires. We were able to begin the school year from the first day of Term 1, thanks to the dynamic and coordinated efforts of the Department of Education's Mid North Coast Regional Directorate and Assets Team, local builders and contractors - who all worked extremely hard to rebuild the school in under three months.

We received an incredible amount of support from individuals, schools and community organisations around Australia and the world. Donations have enhanced our ability to resource unique school infrastructure projects, including: our school murals, playground equipment and an outdoor canteen space (to be built in 2021).

We developed an enhanced curriculum to maximise student wellbeing throughout the year, as part of our bush fire recovery process. We would like to thank the community organisations who worked with us to develop these programs including: Manning Mental Health Services - Bushfire Recovery Team; Good Grief Australia and the NSW 'Be You' Bushfire Recovery Program Headspace Schools.

As a result of our enhanced curriculum, which included a focus on the creative arts as a tool for resilience and recovery, we published a picture book called 'The Little Lady' in 2020. This book has been a lovely way for us to thank our donors, however we also have copies available for purchase here: www.bobinschoolpublications.com

We would like to thank our entire community of Bobin and beyond, for working together with us to overcome the significant challenges we faced throughout 2020. We feel that we have emerged stronger and more collective as a result.

School vision

Students are respectful, caring and inspired 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 14 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.

On November 8 2019 Bobin was impacted by bush fire and the school lost five out of six buildings. Demountable buildings were sourced and the school was rebuilt within three months, ready for the first day of Term 1 2020. We received a lot of support from the broader community and spent much of 2020 re-establishing our resources, routines and sense of wellbeing, within the new site.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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>Our MacqLit Program resulted in significant improvements in reading fluency and spelling, for all program participants. Each student obtained at least one-year's growth according to internal assessments (despite the 2019 bush fire and COVID).</p> <p>Increased (relief from face-to-face (RFF), during the reporting period, enabled teachers to collaboratively monitor student progress against first term and third term benchmarks, analyse data, and write end-of-year reports. Time was also spent analysing student data over a five-year period to inform the Situational Analysis.</p> <p>Student internal assessment data showed that 90% of students achieved expected growth in Literacy and Numeracy, despite disruptions to learning due to the November 2019 bush fires and Covid.</p>	<p>Ram Equity Funds (see below) plus QTSS, Literacy and Numeracy, Teaching Principal's Relief, School Support Allocation - all used to fund second teacher.</p> <p>School maintains a casual teaching budget allocation for the increased RFF needs of teachers during times of assessment-data collation, analysis and reporting.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$13660.00)• Socio-economic background (\$2845.00)• Literacy and numeracy (\$1960.00)• Quality Teaching, Successful Students (QTSS) (\$3063.00)

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The development and maintenance of Individual Education Plans is ongoing. Our next steps are to carry out individual meetings with students early in 2021, to reflect on 2020 results and to identify potential learning goals for 2021.</p> <p>Learning Intentions and Success Criteria continue to be identified in teaching programs and co-created with students during lessons, so that students know what they will be learning and what is expected of them. Extra time for teacher collaboration regarding 'Visible Learning' pedagogy is planned for 2021.</p>	<p>Teaching Principal RFF for development of IEPs and ongoing student assessment collection and monitoring.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$13660.00)• Socio-economic background (\$2845.00)• Quality Teaching, Successful Students (QTSS) (\$3063.00)• Literacy and numeracy (\$1960.00)

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)
<p>The loss of all teaching resources in November 2019 provided an opportunity for teaching staff to evaluate current and future student needs and move to more explicitly taught programs.</p> <ul style="list-style-type: none">• The Close Reading program resulted a measurable improvement in student engagement and reading/comprehension internal assessments in both classes. This program is to continue.• Our SMART Spelling program resulted in measurable improvement in spelling scores with some students achieving over a year of growth (despite Covid interruptions).• The Seasons for Growth program was well received and had an impact on targeted students. Students commented verbally, and in their journals, that the program helped them to identify their feelings. Comments about the group sharing aspects of the program indicated that students felt 'lighter' and less burdened once they had told their story to their peers and been listened to.	<p>Professional Development Funds.</p> <p>SMART Spelling program - manuals and teacher training (online access to training videos) donated by company.</p> <p>Close Reading: Training provided to both teachers by Department of Education.</p> <p>Seasons for Growth - donation of program by Midcoast Health Service - Bushfire Recovery Team.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4239.00)

Process 2: Educational Leadership

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

Evaluation	Funds Expended (Resources)
<p>The BTS Coaching program has enabled our newly appointed Relieving Principal to experience mentoring and feedback within the role. This has been very helpful, particularly around 'difficult discussions' and other areas of limited experience.</p> <p>The NSW Public Schools Leadership and Management Credential has been completed by the Relieving Principal. This course provides explicit instruction for newly appointed principals to better understand the key responsibilities of the role.</p> <p>Using extra RFF, our Teaching Principal was able to lead the collation of internal and external data, to complete our Situational Analysis and identify two Strategic Directions for our 2021-24 Strategic Improvement Plan.</p>	<p>BTS Coaching Program - paid for by Department of Education - Bushfire Recovery Program.</p> <p>Casual teacher for one-day, used as RFF for teaching principal to complete Situational Analysis.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Low Level Adjustment for Disability (along with other general funding sources)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 660.00) 	<p>The employment of our second teacher enabled us to provide an intervention program (MacqLit) for targeted students. All teaching staff were able to work together to adjust programs and collate assessment data throughout the year, to monitor the impact of interventions on targeted students.</p> <p>Student Impact: Assessment data indicated that 90% of students achieved and/or expected growth in Literacy and Numeracy despite learning disruptions due to bush fires and Covid.</p>
Socio-economic background	<p>Socio-economic background (along with other general funding sources).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2 845.00) 	<p>(As above)</p> <p>The employment of our second teacher enabled us to provide an intervention program (MacqLit) for targeted students. All teaching staff were able to work together to adjust programs and collate assessment data throughout the year, to monitor the impact of interventions on targeted students.</p> <p>Student Impact: Assessment data indicated that 90% of students achieved and/or expected growth in Literacy and Numeracy despite learning disruptions due to bush fires and Covid.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	3	3	5	6
Girls	13	15	12	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	85.3	92.6		
1	90.6	79.3	71.4	76.6
2	88.7	91.8	89.8	93.6
3	85.3	92.1	93.3	85.9
4	92.5	87.4	85.4	83.9
5	86	90.3	88.4	86.5
6	98.9	87.9	88.2	90.4
All Years	89.8	89.9	89.1	85.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8		
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	91.9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.15
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	19,531
Revenue	404,632
Appropriation	355,578
Grants and contributions	28,911
Investment income	143
Other revenue	20,000
Expenses	-348,640
Employee related	-292,760
Operating expenses	-55,881
Surplus / deficit for the year	55,992
Closing Balance	75,523

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.

Other Revenue - \$20,000

Insurance claim (bush fire) - restock of educational supplies, furniture, teaching resources, bike shed and sandpit cover.

Grants and contributions - \$28,911

Donations received from individuals and community organisations.

Unable to spend all of it during 2021 due to Covid.

Allocations for 2021/22: bikes, sporting goods, outdoor education area.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	16,505
Equity - Aboriginal	0
Equity - Socio-economic	2,845
Equity - Language	0
Equity - Disability	13,660
Base Total	310,602
Base - Per Capita	4,089
Base - Location	8,483
Base - Other	298,031
Other Total	16,699
Grand Total	343,806

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Surveys were distributed to parents and students at the beginning and at the end of the year. Due to the nature of the year (post bush fire and Covid) only a few surveys came back from parents, however based on three-way interviews, conversations and emails, it can be determined that overall satisfaction and support for the school remains very high. Areas of strength identified by parents included: the teacher to student ratio, personalised learning, outdoor play and nature study opportunities and focus on the creative arts. Students indicated that they felt their teachers really know them and support them in their work.

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.

Other School Programs (optional)

Seasons for Growth

This program was offered to all students during Term Three and Term Four, as part of our whole-school bush fire recovery plan. Students were split into three groups, according to age, and the program ran for eight sessions in total. Two teachers received 'Companion Training' through Good Grief to offer the program. All text books, student journals and teacher training was provided through NSW Resilience and the Manning Mental Health team.