

2020 Annual Report

Bonshaw Public School



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Introduction

The Annual Report for 2020 is provided to the community of Bonshaw 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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School vision

Bonshaw Public School staff will work collaboratively with its supportive community to provide engaging, differentiated learning, in a safe, nurturing environment. The school focus is to develop excellence in literacy, numeracy and problem-solving, equipping students for their journey through high school.

Staff will encourage and challenge students to become respectful individuals who participate in an ever changing global community, by emphasising values education and individual responsibility.

School context

Bonshaw Public School is an isolated, rural and remote primary school located 98km north of Inverell on the New South Wales / Queensland border.

The students travel to and from school by private transport and bus.

Bonshaw Public School maintains small student numbers and runs a nine day fortnight. A teaching principal leads the teaching and learning in a multi-stage K-6 classroom supported by qualified support staff.

Teaching and learning programs ensure every student has the opportunity to succeed academically, socially and emotionally. Differentiated learning programs reflect a clear understanding that students learn in a variety of ways and bring unique experiences to the learning environment.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Enhanced pedagogical practice for success in learning.

Purpose

Using research-based pedagogy, and thorough knowledge of current best practice, teachers will develop high quality instructional methods which will guide student achievement.

Improvement Measures

All students achieve at or above expected growth in Literacy and Numeracy as indicated by formative and summative assessment practices, including external and internal measures, and Literacy and Numeracy progressions .

Teachers apply professional learning and effective pedagogy in sustained improved practices to better align classroom practice and documentation.

Teaching and learning programs provide evidence of deep curriculum knowledge.

Effective collaboration with other schools supports the teaching and learning program, and is reflected in higher levels of engagement and professional dialogue and ideas-sharing.

Overall summary of progress

Overall the teaching and learning practices within the school has seen growth and improvement in applying professional learning to deliver quality teaching and learning programs that provide evidence of deeper curriculum knowledge and links to the literacy and numeracy progressions.

More professional learning around progressions, PLAN2, effective use of learning intentions and success criteria is required; along with working towards a whole school approach for embedding the use of these effectively into classroom practice.

Progress towards achieving improvement measures

Process 1: Visible Learning

Set out learning intention for each module, using language which is clear to students, and provide effective feedback to students on their success in learning, in a timely manner.

Establish a culture of realisation of learning goals and responsibility for achieving them, in the minds of students.

Teachers use continuous assessment, measuring student improvement against learning intentions, and through developing consistent teacher judgement.

Evaluation	Funds Expended (Resources)
The Visible Learning program was deemed valuable and appropriate for our student needs. However with COVID and school closures this year, it was impacted upon greatly. Visible Learning will continue into the new planning cycle.	Professional Learning \$1000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Process 2: Effective Classroom Pedagogy

Teaching and learning programs provide challenging opportunities for both independent and group learning.

Students work efficiently when working independently and display collaborative behaviours when completing group learning tasks.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Our school plan direction on enhancing teaching practices and providing excellence in curriculum application has shown growth and improvement in applying professional learning to deliver quality teaching and learning programs that provide evidence of deeper curriculum knowledge and links to the literacy and numeracy progressions.

Professional learning \$2100

Funding Sources:

- Socio-economic background (\$2100.00)

Next Steps

There is a need to move toward a more reflective practice focusing on data usage and analysis to inform and make future strategic directions.

Strategic Direction 2

Excellence in Curriculum Application .

Purpose

To build high levels of student engagement, and develop united staff focus on building strong foundations in curriculum, assessment practices, and evaluation, leading to future-focused learning, emphasising effective teaching of literacy and numeracy skills.

Improvement Measures

Students are engaged and confident in attempting challenging learning opportunities, both supported and independently.

Students' families are engaged in students' learning, and contribute to the whole school environment.

Build and maintain educational alliances with outside agencies, focusing on local like schools, providing opportunities to build specific capacity within students.

Progress towards achieving improvement measures

Process 1: Staff provide a learning environment where students are motivated to complete challenging learning opportunities. Increased expectations of learning placed on students results in an increase in learning outcomes which is reflected in both internal and external assessment data.

Evaluation	Funds Expended (Resources)
The learning environment for the students of Bonshaw PS continues to be improved. Enhancements in 2020 included purchasing school furniture, library resources and technology upgrades.	Classroom Resources \$5000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Positive relationships are developed between home and school providing solidarity when addressing individual's learning and behaviours. Parents feel confident in establishing and maintaining this relationship with the school resulting in open, honest communication.

Evaluation	Funds Expended (Resources)
The school continues its close relationship with families and the community. This has included personalised learning plans for all students.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$13332.00)

Process 3: Educational alliances are built and maintained, to support specific skill development of individuals. Support from outside agencies is accessed to improve the learning outcomes of students.

Evaluation	Funds Expended (Resources)
The school continues to work collaboratively with outside agencies and colleague schools. This included regular combined professional learning activities and across-agency initiatives.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2400.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$12 949.00)	Funds that came from this initiative were allocated to the school's SLSO program. This supported the learning of particular students.
Quality Teaching, Successful Students (QTSS)		Funding for this area supports staff professional learning through collaboration and observations between teachers and staff.
Socio-economic background	Funding Sources: • Socio-economic background (\$10 938.00)	Socio-economic background funding supported the development of the school environment and resourcing, as well as professional learning for staff.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	8	8	6	8
Girls	5	5	7	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88.8	91.9	83.8	92.5
1	89.4		92.4	95
2	92.1	92.3		94.6
3	94.3	91.5		
4		96.3	80.8	
5	89.3		88.8	90.6
6	96.7	97.6		91.4
All Years	91.8	94.4	86.7	93
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8		92.7	91.7
2	94	93.5		92
3	94.1	93.6		
4		93.4	92.9	
5	93.8		92.8	92
6	93.3	92.5		91.8
All Years	93.9	93.4	92.9	92

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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.3

*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	146,047
Revenue	464,024
Appropriation	462,610
Sale of Goods and Services	226
Grants and contributions	1,036
Investment income	151
Expenses	-494,648
Employee related	-394,034
Operating expenses	-100,615
Surplus / deficit for the year	-30,624
Closing Balance	115,422

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.

	2020 Approved SBA (\$)
Targeted Total	31,952
Equity Total	37,220
Equity - Aboriginal	13,332
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	12,949
Base Total	339,534
Base - Per Capita	3,127
Base - Location	18,813
Base - Other	317,594
Other Total	41,866
Grand Total	450,571

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

There is a school-wide support for student learning and success, with strong levels of engagement between student, staff and community. Students are regularly supported and encouraged within their individual learning progress measures. Parents are kept informed of the learning progress of their children through school reports, parent-teacher interviews, regular communication and informal feedback.

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.