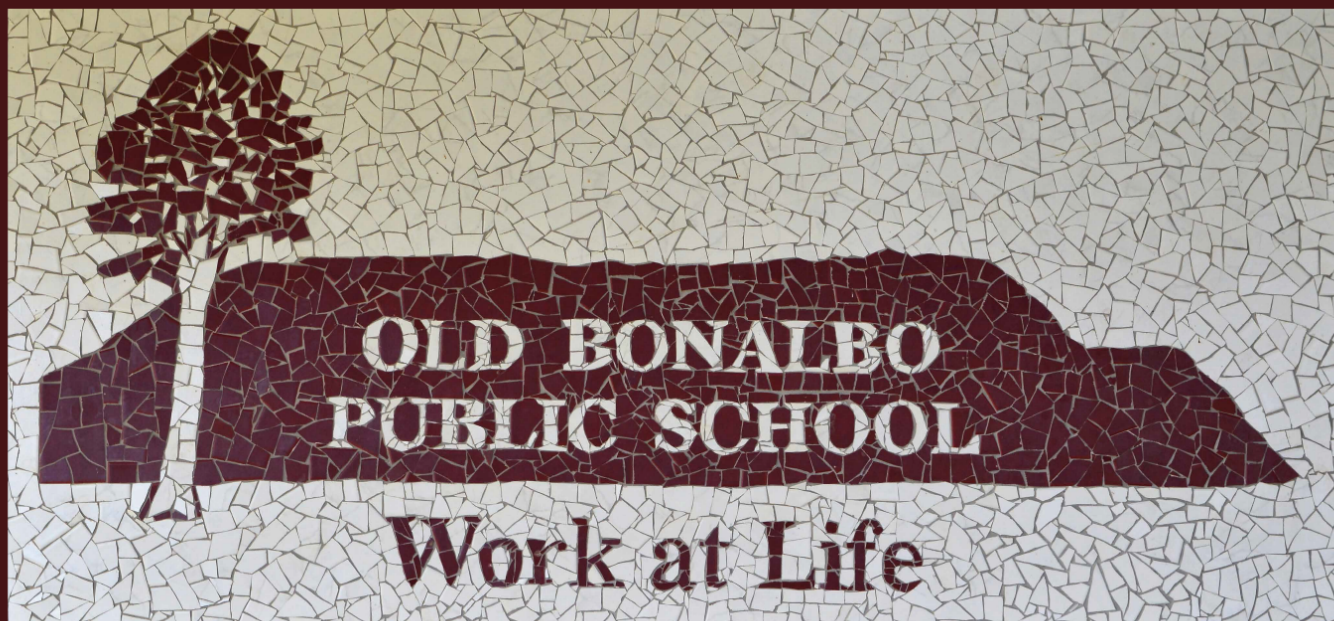


# 2020 Annual Report

## Old Bonalbo Public School



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# Introduction

The Annual Report for 2020 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 vision

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 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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

### 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)
Additional release time was built in to all KLA budgets to support staff professional learning. All staff took advantage of the increased opportunity to engage with online professional learning due to COVID-19 lockdown and the ability to work from home.	Additional PL funds to release staff and pay course registration fees.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5254.00)</li><li>• Literacy and numeracy (\$1854.00)</li></ul>

**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)
The school continued to access DoE support in this area. Many planned programs could not run due to COVID-19. 2021 will continue to see the Wellbeing Team meeting regularly to drive the school's plans, with a focus on attendance, engagement and the establishment of a whole school Social and Emotional Learning program.	

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

Evaluation	Funds Expended (Resources)
The school continues to build on connections with other education and preschool providers to ensure smooth transitions. The Learning Support Team planned for incoming Kindy and outgoing Year 6 students to Year 7 students, despite COVID-19 halting many of our activities. Hopefully, 2021 will see an increase in activities and a further engagement with local schools. There will be co- planning for a cultural transition program for Year 6-7 students with our local feta high school.	

## 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)
This was implemented and is now part of the school expectation and culture. Staff all are involved in developing the school plan and therefore are able to align their own PDP goals with that of the strategic plan.	

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

Evaluation	Funds Expended (Resources)
The process was interrupted due to COVID-19. It will be a focus in the next School Plan in order to develop staff capacity. The school is part of the Quality Teacher Rounds in 2021. This provide a great opportunity to continue this in 2021.	

### 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)
This process was hindered by COVID although staff built stronger online networks with staff from other schools throughout 2020. It will be a part of the new School Plan in 2021 and beyond.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10938.00)</li></ul>

**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)
This process was hindered by COVID although having the opportunity to have school split for literacy and numeracy 5 days (K-2, 3-6) built stronger understanding of concepts being taught. Where viable this practice will continue.	employment of teacher for additional 2 days.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$15 023.00)</li> </ul>	Funds were used to implement the school's strategic directions, including employment of staff to support student academic progress and wellbeing.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$5 275.00)</li> </ul>	The Learning Support Team managed the support needs of students K-16, led by the Learning Support Teacher. Extra staffing (teacher and SLSO time) enabled further adjustments and accommodations to be made that met the needs of students.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$1 459.00)</li> </ul>	Funds were used to implement the school's strategic directions, including employment of staff to support student academic progress and wellbeing, and professional learning development for staff.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$25 999.00)</li> </ul>	Funds were used to implement the school's strategic directions, including employment of staff to support student academic progress and wellbeing, and professional learning development for staff.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	12	8	6	7
Girls	7	9	5	6

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	94	87.5	95
1	93	92.1		83.2
2	90.1	65.5	95.8	92.5
3	93.5	92.7	87.5	97.3
4	93.5	93.7	93.8	82.1
5	95.1	92.6	93.9	92.5
6	86.2	93.2	93.8	94.8
All Years	92	91.3	94.2	92
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4		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	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)	0.24
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	37,653
<b>Revenue</b>	432,077
Appropriation	421,021
Sale of Goods and Services	1,988
Grants and contributions	9,047
Investment income	21
<b>Expenses</b>	-427,722
Employee related	-366,810
Operating expenses	-60,913
<b>Surplus / deficit for the year</b>	4,354
<b>Closing Balance</b>	42,007

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	15,151
<b>Equity Total</b>	57,235
Equity - Aboriginal	15,023
Equity - Socio-economic	25,999
Equity - Language	0
Equity - Disability	16,213
<b>Base Total</b>	312,605
Base - Per Capita	2,646
Base - Location	10,886
Base - Other	299,074
<b>Other Total</b>	18,691
<b>Grand Total</b>	403,682

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Each year schools are required to seek opinions of parents, students and teachers about the school. However, in 2020, due to COVID-19, there were less opportunities for students and teachers to engage in a wide range of activities and, therefore, less feedback was gained. However, a survey was conducted to garner feedback on home learning and the use of technology during COVID lock-down. This saw a positive attitude towards how the school handled the situation and supported students and staff. The school also surveyed staff at the end of the year. Feedback confirmed that we had managed the disruptions and changes to routines well, coming together to support each other and our students/families. Communication with parents and community improved this year mainly through increased on-line communication and the more regular need to update the school community about changes to our day-to-day operations. We will continue to seek feedback from all stakeholders and engage positively with the school community, in particular through the re-introduction of the Tell Them From Me Survey in 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.