

2021 Annual Report

Bobin Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Bobin Public School we foster high expectations for all students and staff members. We engage every student in creative learning opportunities and encourage them to be inspired lifelong learners, and responsible motivated global citizens. We grow and learn within a culture of deep respect for the environment and for each other.

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. We have an enrolment of 15 students who are taught in one multi-stage class.

In addition to the Key Learning Areas, Bobin Public School participate in a range of extra-curricular activities and programs to inspire a lifelong love of learning and to engage with the beauty of our local environment. These programs include: instrumental music, choir, bike safety, nature studies and the school garden.

In November 2019 our school was impacted by a bush fire. Four out of five buildings were destroyed. The original school building, used as the school's library, remains. Demountable buildings were restored to the site by first term of 2020 and the school received a large amount of support from the broader community.

Based on the outcome of our Situational Analysis in 2020/21, we have developed a strong focus on explicit teaching for differentiation. We will continue to refine our processes for collecting and analysing student data, to inform and adapt teaching practices according to individual student needs. Analysis of student attendance data has indicated that despite impacts from fire, flood and COVID-19, overall attendance has been good. We have embedded systematic processes for monitoring and improving attendance.

We prioritise building strong relationships within our school community, so we can enjoy a connected school culture of high expectations. We want all students and their families to feel a high-level of support and sense of belonging at Bobin Public School.

We share a whole school vision to achieve excellence in literacy, numeracy, science, creative arts and student wellbeing and provide students with the necessary social-emotional and technological skills to participate fully in an ever changing global environment.

Bobin School is a proud member of the Community of Wingham Schools and enjoys strong links with: Wingham High School, Wingham, Wingham Brush, 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Delivering
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: Student growth and attainment

Purpose

To maximise student achievements in Literacy and Numeracy through explicit teaching for differentiation, and the consistent use of student assessment data, to respond to the unique learning needs of every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching for differentiation
- Assessment data collation and analysis

Resources allocated to this strategic direction

Professional learning: \$4,338.40

Low level adjustment for disability: \$13,933.00

Socio-economic background: \$2,534.08

QTSS release: \$2,579.00

Literacy and numeracy: \$1,960.00

Location: \$7,932.00

Per capita: \$3,451.00

Summary of progress

Explicit Teaching for Differentiation

Our main focus areas for 2021 was on explicit teaching for differentiation. In literacy this included the implementation of new spelling, reading and writing programs and professional development for all teaching staff to deliver and monitor. A new program in numeracy was also trialled, along with professional development for all numeracy teachers.

Interventions for students with higher-support needs have included: small-group intervention programs for targetted students in the areas of literacy and numeracy, three mornings per week. Gifted and talented students have received extra support via a co-enrolment with Aurora College.

As a result of these initiatives, 90% of students achieved expected growth in spelling; 80% in reading-comprehension; and the volume and quality of student writing increased substantially. In numeracy, 85% of students achieved expected growth in the targeted areas of whole number and problem solving strategies.

All teaching staff received professional learning in areas of literacy and numeracy interventions, however, the overall impact of this has been difficult to measure due to ongoing classroom disruptions from localised flooding events and COVID-19, during the reporting period.

A whole-school revision of scope and sequences for each key learning area began in 2021. A new scope and sequence for spelling and numeracy has been completed. A revision of reading-comprehension, language conventions, grammar, and writing scope and sequences has also begun and is ongoing.

In 2022 our focus will be on increasing our staff collaboration time with other small schools to further refine our teaching and learning programs and development of revised scope and sequences.

Assessment Data Collation and Analysis

Another area of focus for 2021 was refining our assessment data collation and analysis processes. This included the revision of our whole-school assessment schedule.

Baseline assessment data was established for every student in Term 1, in common core areas of Literacy and Numeracy. Assessment data was collected at key intervals, according to the assessment schedule throughout the year. Internal data sources for Literacy include: South Australian Spelling Test, Wheldell Assessment of Reading Passages (WARP), Essential Assessment, Lessons in Phonics Instruction (LIPI) Assessments, and Comprehensive Assessment of Reading Strategies (CARS). Internal data sources for Numeracy include: TOP Ten Maths pre-and-post topic assessments, Essential Assessment, and Comprehensive Assessment of Maths Strategies (CAMS). External assessment data sources include: Check-in Assessment and NAPLAN.

In 2021 staff completed training in the development of Individual Education Plans (IEPs) with Assistant Principal in Learning Support. IEPs were developed for targeted students and then for all students. These IEPs will be monitored and updated throughout 2022.

2022 focus will include increased staff development and collaboration time (at least one full day per term). This will to assist with the collation and analysis of assessment data and allow for extra time required to regularly record individual student progression in PLAN2. This time will be used to adjust teaching programs collaboratively, according to student needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading to be above the system negotiated Taree Small Schools Network target baseline of 40.0%.	The school has exceeded the system negotiated Taree Small Schools Network top 2 bands reading target baseline of 40.0%.
Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated Taree Small Schools Network target baseline of 34.6%.	The school is tracking towards the system negotiated Taree Small Schools Network top 2 bands numeracy target baseline of 34.6%.
70% of students to achieve, or exceed, expected growth in Literacy, with a focus on spelling, reading-comprehension and writing, based on internal and external standard measures.	85% of students achieved expected growth in Literacy, including: spelling, reading-comprehension and writing, based on internal and external standard measures. This exceeds our target of 70%.
70% of students to achieve, or exceed, expected growth in Numeracy, with a focus on whole number and problem solving strategies, based on internal and external standard measures.	65% of students achieved expected growth in Numeracy, with a focus on whole number and problem solving strategies, based on internal and external standard measures. This is slightly below our target of 70%.
Increase in the percentage of students achieving expected growth in NAPLAN reading and numeracy, from the baseline trending towards the lower bound system negotiated target of 60%.	In 2021, all students achieved expected growth in NAPLAN reading and Numeracy, from the baseline trending towards the lower bound system negotiated target of 60%.

Strategic Direction 2: A connected culture of high expectations for student wellbeing

Purpose

To ensure all staff, students and their families work together as a supportive and dynamic learning community, which fosters high expectations for student engagement, attendance and wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High expectations for increased attendance
- A connected community for student wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$13,605.00

Socio-economic background: \$1,861.50

Summary of progress

High expectations for increased attendance

Our focus for 2021 was to establish a culture of high expectations for student attendance and engagement. This involved: a review and refinement of our attendance monitoring procedures, increased communication with parents around individual attendance rates, and the inclusion of 'Spotlight on Attendance' features in our school newsletter.

As a result of these initiatives our whole-school attendance rate increased by 13% and several of our targeted students increased their attendance by over 15%.

In 2022 we will continue to work closely with families who require extra support in this area, including working closely with allied-health providers to further develop intervention strategies towards increased inclusion and engagement.

A connected community for student wellbeing

Throughout 2021 a high-level of focus was placed on student and staff wellbeing as part of our recovery from the 2019 bushfires (which resulted in the loss of four out of five school buildings and 18 homes within the Bobin community). This included: the implementation of the Bounce Back program, a review of our creative arts programs with a view to incorporating wellbeing outcomes, regular meetings with our school counsellor (one day per month allocation) to monitor and develop supports for targeted students, and the maximisation of inter-school activities, including specialist learning days, inter-school excursions, and collaborative professional development opportunities.

As a result of these initiatives, students participated in the production of two whole-school murals with local wildlife artists and published an Enviro-story with Hunter Land Services. Unfortunately inter-school collaborations (including specialist learning days and excursions) were limited due to COVID-19 restrictions.

In 2022 our focus will be on increasing our collaboration with other schools, community organisations, and allied health professionals to ensure our school is part of a connected community for student wellbeing. Planned partnerships include Mid Coast Council (Water Watch, Environmental Education Officer Programs, Healthy Harold), Planet Ark and Hunter Land Services, partnerships with Mid Coast Next Steps, and engaging with the Wingham Community of Schools for NAIDOC Day, Life-Skills Days and increased inter-school staff development opportunities. We will also focus on the further development of intervention and support strategies for our high-support needs students, including professional development for all teaching staff in Attention Deficit Disorder (behaviour management and learning strategies) and the further development of our integrated whole-school wellbeing program.

A new position, Assistant Principal Curriculum and Instruction, will be a shared position within the Wingham Community of Schools commencing in 2022. This position will further develop opportunities for inter-school collaborations throughout 2022 and beyond.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending more than 90% of the time to be above 65%.	Over 2021 there has been an increase in the percentage of students attending more than 90% of the time, from 60% to 73.3%. This is above the negotiated network target of 65%.
Increase the percentage of students with positive wellbeing to be above the system negotiated lower bound target of 80%.	A student survey in Term 1 and student interviews in Term 3 indicated that 90% of students experienced a sense of positive wellbeing when it came to their school-life, and progress as a student, at Bobin Public School. This is above the system negotiated lower target of 80%.
Increase the percentage of students who have a positive sense of belonging to be above 85%.	A student survey in Term 1 and student interviews in Term 3 indicated that 100% of students experienced a sense of belonging at Bobin Public School. This is above the system negotiated lower target of 80%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,516.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bobin Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs, including a Student Learning Support Officer (SLSO) for literacy and numeracy support - three days per week. • staffing release for targeted professional learning around behaviour management strategies and the unique learning needs of Autism Spectrum students in the classroom. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • staffing release to build teacher capacity around behaviour intervention strategies and curriculum adjustments required for students with expressive and receptive language difficulties. <p>The allocation of this funding has resulted in:</p> <p>increased participation in class and integration into the social-emotional aspects of school life, both inside the classroom and in the playground, for targeted students. Improved self-regulation and a significant reduction in escalated behaviours.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to increase attendance and begin transition into the upper primary room, for targeted students. Focus will be on targeted students completing set tasks and working independently.</p>
<p>Socio-economic background</p> <p>\$4,395.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bobin Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching for differentiation • A connected community for student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support LIPI program implementation for K-2. • employment of additional staff to support differentiated and explicit numeracy instruction for K-2. <p>The allocation of this funding has resulted in:</p> <p>the employment of our second teacher to teach Literacy and Numeracy for K-2 students, three days per week. The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 85% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>the continuation of the employment of our second teacher to provide explicit and differentiated instruction for K-2. In particular the continued implementation of the Lessons In Phonics Instruction (LIPI) 1 and 2 program and the TOP Ten Maths program for this cohort.</p>

<p>Low level adjustment for disability</p> <p>\$13,933.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bobin Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching for differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support LIPI program implementation for K-2. • employment of additional staff to support differentiated and explicit numeracy instruction for K-2. <p>The allocation of this funding has resulted in: the employment of our second teacher to teach Literacy and Numeracy for K-2 students three days per week. The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 100% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of the employment of our second teacher to provide explicit and differentiated instruction for K-2. In particular the continued implementation of the LIPI 1 and 2 program, and the TOP Ten Maths program, for this cohort.</p>
<p>Location</p> <p>\$7,932.00</p>	<p>The location funding allocation is provided to Bobin Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching for differentiation <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support LIPI program implementation for K-2. • employment of additional staff to support differentiated and explicit numeracy instruction for K-2. <p>The allocation of this funding has resulted in: the employment of our second teacher to teach Literacy and Numeracy for K-2 students three days per week. The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 100% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of the employment of our second teacher to provide explicit and differentiated instruction for K-2. In particular the continued implementation of the Lessons in Phonics Instruction 1 and 2 program, and the TOP Ten Maths program for this cohort.</p>
<p>Literacy and numeracy</p> <p>\$1,960.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bobin Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching for differentiation

<p>Literacy and numeracy</p> <p>\$1,960.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support LIPI program implementation for K-2. • employment of additional staff to support differentiated and explicit numeracy instruction for K-2. <p>The allocation of this funding has resulted in: the employment of our second teacher to teach Literacy and Numeracy for K-2 students three days per week. The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 100% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of the employment of our second teacher to provide explicit and differentiated instruction for K-2. In particular the continued implementation of the LIPI 1 and 2 program, and the TOP Ten Maths program for this cohort.</p>
<p>QTSS release</p> <p>\$2,579.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bobin Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching for differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: the employment of our second teacher to teach Literacy and Numeracy for K-2 students three days per week. The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 100% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of the employment of our second teacher to provide explicit and differentiated instruction for K-2. In particular the continued implementation of the LIPI 1 and 2 program, and the TOP Ten Maths program for this cohort.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teaching staff to implement literacy intervention program 3-4 mornings per week (Semester 1 and 2). • employment of teaching staff to implement numeracy intervention program 3.5 hours per week (Semester 2). <p>The allocation of this funding has resulted in: Analysis of student data in Term 4 has indicated expected growth for 100%</p>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>targetted students in Literacy. However, Numeracy interventions have not resulted in expected growth. During Semester 2 there were 12 COVID tutoring sessions completed. This was less than anticipated due to COVID home-learning disruptions, floods and absences due to sickness. Although measurable improvements were not seen in numeracy assessments during this time, an increase in engagement and confidence was noted.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Next steps will include the continuation of the Numeracy intervention program, with the entire allocation of COVID ILSP funding to be allocated towards this in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	3	5	6	4
Girls	15	12	8	7

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6			85.6
1	79.3	71.4	76.6	
2	91.8	89.8	93.6	45.1
3	92.1	93.3	85.9	88.8
4	87.4	85.4	83.9	82.6
5	90.3	88.4	86.5	85.1
6	87.9	88.2	90.4	82.5
All Years	89.9	89.1	85.7	81.2
State DoE				
Year	2018	2019	2020	2021
K	93.8			92.8
1	93.4	92.7	91.7	
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	91.9	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	75,523
Revenue	504,881
Appropriation	392,917
Grants and contributions	67,846
Investment income	101
Other revenue	44,016
Expenses	-499,519
Employee related	-375,682
Operating expenses	-123,838
Surplus / deficit for the year	5,361
Closing Balance	80,884

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	18,329
Equity - Aboriginal	0
Equity - Socio-economic	4,396
Equity - Language	0
Equity - Disability	13,933
Base Total	314,843
Base - Per Capita	3,451
Base - Location	7,932
Base - Other	303,460
Other Total	18,432
Grand Total	351,604

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.

Parent/caregiver, student, teacher satisfaction

Bobin Public School enjoys a high-level of support from its school community. A parent survey was completed at the end of Term 4 in 2021.

100% of responding parents agreed:

- teachers understood the unique learning needs of their child;
- teachers encourage their child to learn;
- their child's academic growth is supported by quality teaching and learning programs;
- they were satisfied with the level of communication received from the school;
- their child's social and emotional development is supported.

80% of responding parents agreed:

- they were satisfied with the learning environment (behaviour management).

Areas of Strength

- Small classes and teacher-student ratio;
- Teachers really know the students and how to meet their needs;
- Due to the small size of the school, students are provided with a lot of extra opportunities;
- Focus on the creative arts;
- Beautiful school grounds;
- Large areas available for outdoor play;
- Approachable, kind and friendly teachers and staff;
- A high level of community involvement is encouraged and valued.

Improvement Suggestions

- More outdoor learning time;
- Increased inter-school collaborations whenever possible;
- Consistently enforced codes of behaviour.

All teaching and non-teaching staff were surveyed, and reported high levels of job satisfaction. The following areas were mentioned as examples of workplace strength:

- An inclusive and collaborative team focused on the achievements and wellbeing of all students and staff members;
- A strong culture of reflective practice;
- Ongoing priority, and opportunities given, for professional development.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.