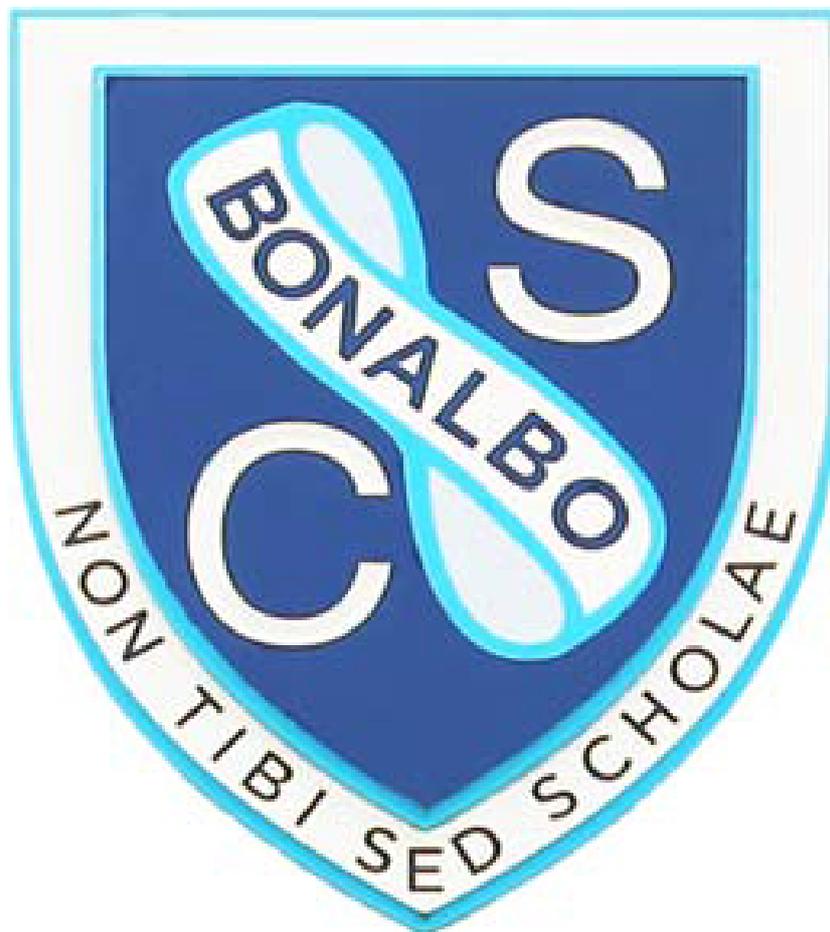


2021 Annual Report

Bonalbo Central School



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Introduction

The Annual Report for 2021 is provided to the community of Bonalbo Central 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

Bonalbo Central School develops confident, capable students who are prepared for life and driven to succeed. The values of Respect, Integrity, Participation, Excellence and the guiding principles of Honour, Courage, Challenge, Presence and Patience are embedded in the school's practices to promote high expectations and to ensure students become lifelong learners who are resilient, connected and active contributors to society.

School context

Standing proudly on Wahlubal country as part of the Bundjalung nation, Bonalbo Central is part of the Clarence Valley schools network. It is approximately seventy kilometres from Casino and is the meeting place for students K-12 from Bonalbo and the surrounding communities of Old Bonalbo, Tabulam, Drake and Mallanganee.

There are 111 students: 45 in Primary and 66 in Secondary, with 30% identifying as Aboriginal and/or Torres Strait Islander. Students enjoy the Trade Training Centre facilities for Hospitality and Industrial Technology, and the extensive Agricultural facilities.

A broad, comprehensive curriculum is delivered using modern technologies and strong social networks are developed through interactions with the local West of the Range Community of Schools.

As determined through the Situational Analysis and consultation process, areas for improvement are staff use of data to inform practice and a whole-school approach to wellbeing practices and attendance improvement processes to maximise student learning outcomes. Areas for continued development are transitions between feeder schools, post-school options, the use of technology and community connections. The introduction of a wellbeing hub at the school will significantly improve access to support for students and families.

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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
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 learning outcomes through quality teaching and effective classroom practice to ensure all students achieve growth in their literacy and numeracy and attain their post-school destination of choice.

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.

- Research-informed Practice
- Data Skills & Use

Resources allocated to this strategic direction

QTSS release: \$8,521.00

Professional learning: \$20,000.00

Early Action for Success (EAFS): \$58,759.00

Socio-economic background: \$13,738.00

Summary of progress

To strengthen student growth and achievement the focus for 2021, the school has identified building teachers' knowledge, understanding and use of research informed practice and data literacy as key drivers for improvement.

The school has committed to using the evidence based research of What Works Best and its eight quality teaching practices to support school improvement and enhance the learning outcomes of students. What Works Best provides a strong professional learning framework for teachers to support them to improve their teaching and classroom practice.

COVID restrictions impacted on the delivery of whole school professional learning opportunities, however the majority of teachers engaged in the What Works Best online learning modules. The modules centered on explicit teaching, effective feedback, classroom management and student wellbeing were of particular interest to teachers in 2021.

The school had planned to embed classroom observations and peer feedback to further strengthen teacher practice, however learning from home, COVID restrictions and staff shortages impacted on this practice.

Building staff data literacy to identify students' strengths and areas of need, and inform teaching practice was identified as a priority for 2021. The Early Action for Success Instructional Leader was very supportive in building capacity of our primary staff, particularly in the Early Stage One, Stage One classes. However, the professional learning and opportunities to develop school wide practices in this area were impacted by COVID restrictions and lack of availability of additional staff.

Engaging with the remainder of the What Works Best professional learning, particularly the Use of data to inform practice module, will continue to be a staff priority to support continual improvement of practice in 2022.

Peer observations and structures that support collaborative professional interactions within the school and across local networks, supported by the newly established Assistant Principal Curriculum and Instruction, will be strengthened in 2022.

The school will also engage regional support through the regional curriculum and behaviour specialist staff in 2022.

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
NAPLAN Top 2 Bands <i>Numeracy - Primary</i>	There has been a 6.9% uplift from the baseline figure for Primary students in the top 2 bands for Numeracy demonstrating achievement of our annual performance measure.

<p>There will be an uplift from the baseline figure in the number of students achieving in the top 2 bands.</p> <p><i>Numeracy - Secondary</i></p> <p>There will be an uplift from the baseline figure in the number of students achieving in the top 2 bands.</p> <p><i>Reading - Primary</i></p> <p>There will be an uplift from the baseline figure in the number of students achieving in the top 2 bands.</p> <p><i>Reading - Secondary</i></p> <p>There will be an uplift from the baseline figure in the number of students achieving in the top 2 bands.</p> <p>HSC Results</p> <p>There will be an increase in the percentage of students achieving in the top 3 bands of HSC and decrease in the percentage of students achieving in the lower 2 bands.</p>	<p>There has been a 1.8% decline from the baseline figure for Secondary students in the top 2 bands for Numeracy indicating progress yet to be seen toward the annual progress measure.</p> <p>There has been an 11.8% decline from the baseline figure for Primary students in the top 2 bands for Reading indicating progress yet to be seen toward the annual progress measure.</p> <p>There has been a 14.3% decline from the baseline figure for Secondary students in the top 2 bands for Reading to indicating progress yet to be seen toward the annual progress measure.</p> <p>44% of HSC students attained results in the top three bands, demonstrating progress is yet to be seen toward the annual progress measure.</p> <p>A 50% decrease in the percentage of HSC students achieving in the lower 2 bands indicated achievement of the annual progress measure.</p>
<p>NAPLAN Expected Growth</p> <p>At least 60% of students will achieve or exceed expected growth in NAPLAN Reading and Numeracy (system-negotiated Central Schools target)</p> <p>HSC Attainment</p> <p>There will be an increase from the baseline figure in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity</p>	<p>The percentage of Primary students achieving expected growth in Reading increased to 75%, exceeding the growth target.</p> <p>The percentage of Primary students achieving expected growth in Numeracy increased to 50%, progress towards toward the annual progress measure is yet to be seen.</p> <p>The percentage of Secondary students achieving expected growth in Reading was at 60%, indicating achievement of the target.</p> <p>The percentage of Secondary students achieving expected growth in Numeracy increased to 66.7%, demonstrating achievement of our target.</p> <p>100% of enrolled Aboriginal and Torres Strait Islander students attained their HSC this year, with 50% also attaining a VET subject certification.</p>
<p>The school will move from Working Towards Delivering to Sustaining and Growing in the theme of Data literacy</p> <p>Staff will improve their understanding of effective practice and classroom management through quality professional learning</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of data skills and use.</p> <p>A number of staff have engaged with the What Works Best modules and their evaluations indicate an improved understanding in the areas of effective pedagogy and classroom management.</p>

Strategic Direction 2: Wellbeing

Purpose

To develop quality whole-school practices to support positive wellbeing and increase attendance and engagement so that every student can connect, succeed and thrive.

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.

- Whole-school Wellbeing
- Attendance & Engagement

Resources allocated to this strategic direction

Socio-economic background: \$115,011.00

Professional learning: \$6,600.00

Literacy and numeracy: \$6,639.00

Low level adjustment for disability: \$67,271.00

Summary of progress

The school understands the critical role school attendance, engagement and strong wellbeing structures play in supporting student success and improved results.

In 2021, a refinement of the school wellbeing practices was undertaken by the wellbeing team. Wellbeing structures were underpinned by restorative practices and some elements of Positive Behaviour for Learning. Our focus was on clearly articulated systems and processes that consistently supported all students to connect and succeed.

The Smiling Mind meditation program and Moving to Learn were introduced across the primary. These programs were well received by staff and students and this was reflected in the improved Tell Them From Me results.

Although Learning from Home impacted on student wellbeing, staff maintained regular communication with students and families through phone calls, emails and virtual meetings. A significant number of students, particularly secondary students, struggled with both learning from home and the loss of face-to-face contact and then returning to the routines of school.

When they were able to return, a number of students found it difficult to re-engage with school. Staff worked tirelessly to provide educational, wellbeing and emotional support to with students, and many students and returning to school. On their return, staff ensured their needs were met through welfare and emotional support.

Strengthening the connections with students and their families remains a priority for 2022. To support this endeavour, staff will engage in a range of wellbeing based professional learning. Rock and Water, a wellbeing program to build engagement and strengthen resilience will be introduced across the secondary through PDHPE lessons. An upgrade of the Wellbeing Hub will provide a more welcoming and versatile physical space to conduct a range of planned programs.

The school will continue to strengthen its current practices to encourage and monitor student engagement and attendance in 2022.

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
Wellbeing TTFM student data will be no lower than the baseline figure for positive wellbeing	Primary student responses show a growth of 22% above the baseline for wellbeing, exceeding the target. Secondary student responses declined from the baseline by 11% indicating that progress towards the target is yet to be seen.

<p>Attendance</p> <p>There will be an uplift of 2% from the 2020 figure of students attending >90% of the time</p> <p>There will be decrease in the proportion of students attending <80% of the time</p>	<p>A decrease of 6.4% from the 2020 figure of students attending >90% of the time indicating that progress towards the target is yet to be seen.</p> <p>A decrease of 0.06% in the number of students attending <80% of the time indicating that the target is almost met.</p>
<p>Engagement</p> <p>Staff will be trained in Instructional Practices Inventory (IPI)</p>	<p>This training did not occur in 2021 due to COVID.</p>
<p>The school will move from Sustaining and Growing to Excelling in the Caring for students theme</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Caring for Students indicating progress towards achievement of the progress measure is yet to be seen.</p>

Strategic Direction 3: Community Connections

Purpose

To strengthen the relationship between school and community to promote public education and enhance positive engagement.

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.

- Successful Transitions
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$57,337.00

Aboriginal background: \$85,461.00

Summary of progress

Despite COVID lockdowns and restrictions, the school's strong focus on successful transitions continued. With some minor adjustments to accommodate the restrictions, the kindie transition program provided incoming students with a strong introduction to school routines and staff. In addition, it provided staff with an opportunity to identify students strengths and areas for support when they commence kindergarten in 2022. The school's strong partnership with the pre-school underpins the success of this program and continues to grow.

Year 6 students from the partner schools participate in a range of transition activities including orientation days and reciprocal visit by school captains. Staff have also identified Year 10-11 and Year 12 to post-school as significant transition points and provide a range of support through career education seminars, work experience, work placements and school-based apprenticeships.

A focus for 2021 was to be the introduction of a cultural program to support students as they transition to secondary school. Because of COVID restrictions on community consultation, only limited progress has been made. Consultation with the Aboriginal community will continue in 2022 to establish the program successfully. Although staff worked tirelessly to ensure new students are well-connected and supported, some planned activities to engage with the community and partner primary schools could proceed because of COVID restrictions.

The restrictions also limited face to face communication and engagement with the community. The school maintained communication through phone calls, notes, newsletters, the electronic school sign and social media, and is looking forward to returning to face to face meetings and interactions to continue to build the community and school partnership in 2022.

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
A cultural program is developed for Year 6-7 Transition There will be an uplift of 2% in parents using our <i>School Stream</i> app from the 2020 figure There will be an uplift of 3% in parents attending 3-way Conferences from the 2019 figure	A cultural program is still being developed. The School Stream app usage has increased and exceeded the uplift target. COVID restrictions prevented 3-way conferences occurring in 2021.
There will be a 2% uplift in parent engagement with satisfaction measures	The The Tell Them From Me survey was not undertaken by any parents or community in 2021 therefore progress towards this measure is yet to be

<p>and provision of feedback</p> <p>There will be an increased number of P&C and AECG members</p>	<p>achieved.</p> <p>AECG and P&C meetings could not occur as usual and this disrupted the continuity of membership, therefore progress towards this measure is yet to be achieved.</p>
<p>The school will move from Delivering to Sustaining and Growing in the theme of Community satisfaction</p>	<p>This measure has not been achieved due to the limited opportunity to gather feedback that suits our community.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$221,260.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bonalbo Central 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 <p>The allocation of this funding has resulted in: all students with additional needs being provided with individualised support to allow increased access to a full and rich curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage appropriate staff to support identified students</p>
<p>Socio-economic background</p> <p>\$290,951.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bonalbo Central 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"> • Attendance & Engagement • Whole-school Wellbeing • Community Engagement • Successful Transitions • Data Skills & Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support students at key transition points • employment of a Community Liaison Officer to support and strengthen the home school partnership • additional staffing to support identified students with additional needs • enhance the physical learning spaces to support student engagement • provision of additional resources, including SENTRAL to support teaching, learning and communication <p>The allocation of this funding has resulted in: students being well supported at all transition points. Students accessing a broad curriculum in an aesthetically pleasing environment. Strengthened whole school communication</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional teachers and support staff to support all students to achieve</p>
<p>Aboriginal background</p> <p>\$85,461.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bonalbo Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$85,461.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Successful Transitions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: improved engagement of students and their families with the personalised learning pathway (PLP) process. students. Staff are supported to integrate culturally sensitive content in to their teaching practice. Initial planning for a cultural program to support Year 6 in to the 7 transition program</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Establish the Cultural transition program</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bonalbo Central 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"> • Other funded activities <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 delivery of targeted initiatives <p>The allocation of this funding has resulted in: student supported in the classroom to improve English proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to support identified students with their English proficiency</p>
<p>Low level adjustment for disability</p> <p>\$92,394.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bonalbo Central 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"> • Attendance & Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will provide additional support for identified students through the employment of additional teaching and support staff.</p>

<p>Location</p> <p>\$90,043.17</p>	<p>The location funding allocation is provided to Bonalbo Central 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • purchase of additional teaching and learning resources • additional staffing <p>The allocation of this funding has resulted in: students having equitable access to resources and educational opportunities</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional staff to support student learning. Provide access to a diverse curriculum through subsidies for excursions and enrichment opportunities</p>
<p>Literacy and numeracy</p> <p>\$6,639.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bonalbo Central 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"> • Attendance & Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: a whole school approach to the teaching of literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to build staff's capacity to embed the teaching of literacy and numeracy across all key leaving areas.</p>
<p>Early Action for Success (EAfS)</p> <p>\$58,759.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Bonalbo Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Research-informed Practice • Data Skills & Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: adjustments to teaching practice in the early primary years being data informed Student needs being addressed through early identification</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Early Action for Success (EAfS)</p> <p>\$58,759.00</p>	<p>funding will be: utilise some of the learning from Early Action for Success to inform the role of the newly established Assistant Principal Curriculum and Instruction</p>
<p>QTSS release</p> <p>\$8,521.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bonalbo Central 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"> • Research-informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Teachers have begun to embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide support to staff to reflect and refine their teaching practices.</p>
<p>COVID ILSP</p> <p>\$109,149.70</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"> • providing intensive small group tuition for identified students • employment of teachers to support students through individual tuition <p>The allocation of this funding has resulted in: all identified students making progress in literacy and numeracy and all Year 12 students achieving the HSC minimum standard</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to support improvement in students' literacy and numeracy through small group and individual tuition and support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	60	56	60	55
Girls	71	71	65	55

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.3	87.3	90.1	81.5
1	90.7	89.7	88.5	80.1
2	91.3	92.8	90.1	76.3
3	86.8	87.1	90.7	84.1
4	90.6	86	92.5	89.4
5	92.1	87.7	90.9	79.9
6	95.2	81.3	89.4	71.6
7	83.5	76.3	81.7	78.2
8	74	85.3	65.3	79.6
9	86.5	72.1	76.2	80.3
10	77.9	73.5	54.6	77.3
11	76	78.1	87	70.5
12	86.9	80.9	91.5	84.9
All Years	85	81.8	81.2	79.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	16	27
Employment	10	0	55
TAFE entry	0	16	9
University Entry	0	0	9
Other	0	0	0
Unknown	5	0	0

Year 12 students undertaking vocational or trade training

72.73% of Year 12 students at Bonalbo Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Bonalbo Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	10.07
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.57
School Counsellor	0.6
School Administration and Support Staff	7.89
Other Positions	0.1

*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	976,788
Revenue	3,755,877
Appropriation	3,670,742
Sale of Goods and Services	48,604
Grants and contributions	22,266
Investment income	630
Other revenue	13,634
Expenses	-3,652,600
Employee related	-3,186,872
Operating expenses	-465,728
Surplus / deficit for the year	103,277
Closing Balance	1,080,065

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	221,260
Equity Total	471,886
Equity - Aboriginal	85,461
Equity - Socio-economic	291,632
Equity - Language	2,400
Equity - Disability	92,393
Base Total	2,460,570
Base - Per Capita	32,299
Base - Location	90,043
Base - Other	2,338,228
Other Total	355,203
Grand Total	3,508,920

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Communication with parents and community continues to improve mainly through increased on-line communication. Parents are pleased that this electronic format is available and suits their needs. Due to the relaxing of COVID restrictions later in the year, P&C meetings enabled parents and carers to hear about the school and they provided information and feedback regarding our operations and support of student learning. Overwhelmingly, P&C were supportive of the school. Students provided feedback to the school through their SRC members and the Tell Them From Me survey. Students were happy to be back at school and learning with less disruptions than the previous year. Feedback suggested they were pleased to get "back to normal" and re-engage with other students, staff and their learning again. Staff had the opportunity to provide feedback through various channels, such as weekly communication morning teas, staff meetings and informal conversations with Executive. Like students, staff were glad to get back into a regular routine where they could reconnect with their students, families and each other face-to-face. Staff also reported a positive impact of moving to Sentral to reduce their administrative burden. We will continue to seek feedback from all stakeholders and engage positively with the school community in 2022.

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.