

2022 Annual Report

Bobin Public School



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Introduction

The Annual Report for 2022 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, specialist sporting programs, 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 the 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 also prioritise building strong relationships with our students and their families, to create a connected school culture of high expectations.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
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: \$2,554.50
AP Curriculum & Instruction: \$30,114.20
Integration funding support: \$19,791.00
Location: \$7,317.09
Socio-economic background: \$3,776.84
QTSS release: \$1,953.66
Aboriginal background: \$2,694.77
Low level adjustment for disability: \$14,539.18
Per capita: \$2,779.48
Teaching Principals Relief: \$22,180.00
Digital Classroom Officer: \$22,984.00

Summary of progress

Explicit Teaching for Differentiation

Our main focus area for 2022 continued to be on explicit teaching for differentiation. In literacy, this included a whole-school focus on 'Creating Text' and 'Understanding Text'. In numeracy, our focus for whole-school improvement was on 'Quantifying Number'. We continued with our implementation and monitoring of the new numeracy, spelling, reading and writing programs which began in 2021. Staff professional learning in 'Developing Phonemic Awareness', in collaboration with Macquarie University, resulted in a new reading-fluency program in the K-2 class, which included the implementation of the Heggerty Phonemic Awareness Program and the purchase of a new library of progressive decodable readers. Our revised multi-stage numeracy scope and sequence was implemented in both the K-2 and Years 3-6 class throughout 2022. This provided a more seamless approach to the explicit teaching of numeracy concepts with provision for differentiation within each multi-stage room.

Preparation for the implementation of the new English and Maths syllabus in 2023, was led by our Assistant Principal Curriculum Implementation (APCI), including professional development for all teachers and purchase of classroom resources, in collaboration with our local network of small schools.

Integration Funding Support was used to employ a Student Learning Support Officer (SLSO) three mornings per week, to provide individual and small group intervention programs for students with high needs. This funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. Personal Learning Support Plans were regularly updated in response to student learning needs throughout the year.

All teaching staff completed training in the High Potential and Gifted Education Policy Tier 1 online learning teachers' course in semester two. Executive staff completed the High Potential and Gifted Education Policy Orientation School Leaders course and worked with the executive from other local small schools to create a collaborative High Potential and Gifted Education Professional Development Plan and small school's implementation timeline. Gifted and talented students continued to receive extra support via a co-enrolment with Aurora College and a weekly tutoring program with a high-school math teacher.

An increase in staff planning days from one day per term - to three days per term, resulted in an increased amount of collaborative programming; increased whole-school assessment data collation and analysis; and one inter-school staff collaboration day (with other small schools) per term - to focus on best practice in our literacy and numeracy areas of focus.

A Digital Classroom Officer (DCO) was employed one day per week, to develop and implement a whole-school Digital

Maturity Plan. This included: leading professional development for all staff in the use of online learning platforms, including Microsoft Teams (our chosen platform) and Google Classroom; the increased use of high-quality digital applications in the classroom; and the migration of all school records into a cloud environment.

As a result of these initiatives, all students achieved at least one-year of growth in reading fluency; 80% of students achieved one year (or above) growth in spelling; and whole-school targets for improvement in: Understanding Texts, Creating Texts and Quantifying Numbers were met.

In 2023 our focus will be the implementation and monitoring of the new English and Maths syllabus, the monitoring of targeted interventions for students with higher-support needs and the implementation of our whole-school Staff Development Plan.

Assessment Data Collation and Analysis

Another main area of focus for 2022 was the ongoing refinement of our assessment data collation and analysis processes and the revision of our assessment schedule.

The appointment of an APCI one-day per week resulted in an increased amount of assessment data being collected and analysed.

Baseline assessment data for reading-fluency, spelling and common core areas of numeracy, was established for every student in Term 1. Assessment data was collected at key intervals, according to the 2022 assessment schedule. Internal data sources for literacy included: South Australian Spelling Test; Wheldell Assessment of Reading Passages (WARP); Essential Assessment; Little Learners Assessment of Reading; Phonological Awareness Diagnostic Assessment; and inter-school NAPLAN-style writing rubrics and collaborative assessment. Internal data sources for Numeracy included: TOP Ten Maths pre-and-post topic assessments and Essential Assessment. External assessment data sources included: Check-in Assessment and NAPLAN.

Whole-school and inter-school staff development and collaboration time was increased, with a strong focus on developing consistent teacher judgement for the assessment of student writing within the 'Creating Text' literacy progression. This resulted in a collaborative assessment of independent student writing samples collected over three terms and an increase in teacher-confidence and consistency regarding the assessment of student writing. From these summative assessments, personalised interventions were programmed and implemented, resulting in increased student engagement and improvements in technical writing skills, according to formative assessment monitoring.

Personal Learning Support Plans continued to be monitored for targeted students, in collaboration with families and allied health professionals, with all targeted students meeting expected outcomes.

In 2023 our focus will be to further refine our assessment schedule and to closely monitor the implementation of the new English and Maths syllabus.

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
System Negotiated Top Two Bands Reading Target Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading from 40.0% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 45.4 %.	The school has exceeded the system negotiated Taree Small Schools Network top 2 bands reading target baseline of 40.0%.
System Negotiated Top Two Bands Numeracy Target Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 34.6% to be at	The school has exceeded the system negotiated Taree Small Schools Network top 2 bands numeracy target baseline of 34.6%.

<p>or above the Taree Small Schools Network lower bound system negotiated target in reading of 39.5 %.</p>	
<p>School Based Targets</p> <p>Reading</p> <p>* At least 70% of students will have achieved their end of year milestones for Understanding Texts in the Literacy Progressions. For example, Kindergarten = Level 4, Year 1 = Level 5, Year 2 = Level 6, Year 3 = Level 7, Year 4 = Level 8, Year 5 = Level 9 & Year 6 = Level 10.</p> <p>Writing</p> <p>• At least 65% of students will have achieved their end of year milestones for Creating Texts in the Literacy Progressions. For example, Kindergarten = Level 4, Year 1 = Level 5, Year 2 = Level 6, Year 3 = Level 7, Year 4 = Level 8, Year 5 = Level 9 & Year 6 = Level 10.</p>	<p>80% of students achieved their end of year milestones for Understanding Texts in the Literacy Progressions. This exceeds our target of 70%.</p> <p>65% of students achieved their end of year milestones for Creating Texts in the Literacy Progressions. This meets our target of 65%.</p>
<p>School Based Targets</p> <p>At least 60% of students will have achieved their end of year milestones for Quantifying Number in the Numeracy Progressions. For example, Kindergarten = Level 5, Year 1 = Level 7, Year 2 = Level 8, Year 3 = Level 9, Year 4 = Level 10, Year 5 = Level 10 & Year 6 = Level 11.</p>	<p>70% of students achieved their end of year milestones for Quantifying Number in the Numeracy Progressions. This exceeds our target of 60%.</p>
<p>Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.</p>	<p>Student achievement data is unavailable for this improvement measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.</p>	<p>Student achievement data is unavailable for this improvement measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

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

Teaching Principals Relief: \$14,128.00

Professional learning: \$2,142.24

Summary of progress

High expectations for increased attendance

Our focus for 2022 was to maintain a culture of high expectations for student attendance and engagement. This included a further review and refinement of our attendance monitoring procedures, frequent communications with parents around individual attendance rates and the continued inclusion of 'Spotlight on Attendance' features in our school newsletter. Attendance monitoring continues to be a standard agenda item at weekly staff meetings, with reports tabled every five weeks for close monitoring of attendance patterns.

An attendance Improvement Plan was developed for students with high-needs in this area, which was created in collaboration with families and included for ongoing review as part of their Personal Learning Support Plans.

As a result of these initiatives, whole-school attendance improved from 86.95% in Term 1, to 92% in Term 4. Unjustified absences also decreased from 62 days in Term 1, to 28 days in Term 4. Targeted students increased their attendance by over 10% after being put on Attendance Improvement Plans.

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 2022 a high-level of focus continued on student and staff wellbeing, as part of our recovery from the 2019 bush fires and the ongoing effects of COVID (academic and socially). We developed a site-specific wellbeing framework called 'We Are One Tree' to encourage a sense of belonging and whole-school collaboration. Personal Development and Health (PDH) lessons were reviewed with a focus on the whole-school health of our 'One Tree'. As part of this, our Behavior Code was updated following a workshop with all students.

Due to an increased presentation of sensory processing concerns among the student cohort, the school purchased sensory-regulation equipment and staff training in Sensory Processing Disorder (to be completed in 2023), as per the recommendation of allied health professionals connected with the school. Similarly, all staff will receive training in the Berry Street Education Model (BSEM) in 2023.

A school counselor was onsite two days per term and worked closely with staff to assist students and their families, with referrals and other intervention strategies as required.

A high number of excursions, along with inter-school and inter-agency environmental collaborations were undertaken throughout 2022. This was in accordance with student and family priorities to re-connect with the broader community in response to the isolation felt during previous years, due to COVID restrictions. The result of this was a marked increase in student reports of self-esteem, self-efficacy and relationships developed between schools. Teachers noted that the behaviour of students while 'in-public' improved dramatically as the year unfolded.

In 2023 our focus will be on maintaining 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: Royal Far West Allied Health Team; Berry Street; MidCoast Council; Wingham Community of Schools and our small

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
Attendance Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%	Over 2022 there was an increase in the percentage of students attending more than 90% of the time, from 46.6% to 78.6%. This is above the negotiated network target of 70%.
Student Wellbeing Increase the percentage of students with positive wellbeing to be above the system negotiated lower bound target of 90.9%. Increase the percentage of students who have a positive sense of belonging to be above 90%.	Student interviews in Term 3 indicated that 82% of students felt a positive sense of well-being and self-efficacy when it came to their learning and social experiences at school. This is below the system negotiated target of 90.9%. 95% of students experienced a sense of belonging at Bobin Public School. This is above the system negotiated lower target of 90%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$19,791.00</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"> • Explicit teaching for differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs; • staffing release for targeted professional learning around differentiated instruction for students with Autism Spectrum Disorder; • consultation with external providers for the implementation of behaviour and attendance strategies. <p>The allocation of this funding has resulted in the following impact: Increased attendance, participation in class and integration into the social-emotional aspects of school life, for targeted students - including improved self-regulation and a significant reduction in escalated behaviours.</p> <p>After evaluation, the next steps to support our students will be: Teacher professional development in self-regulation strategies, to further assist students in the completion of set tasks and ability to work independently and a continued focus on attendance for targeted students.</p>
<p>Socio-economic background</p> <p>\$3,776.84</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a second teacher to teach literacy and numeracy for K-2 students, three mornings per week. <p>The allocation of this funding has resulted in the following impact: The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 86% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: The continued employment of our second teacher to provide explicit and differentiated instruction for K-2, including the implementation of the new English and Maths syllabus in 2023.</p>
<p>Aboriginal background</p> <p>\$2,694.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bobin Public 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 including:</p> <ul style="list-style-type: none"> • Explicit teaching for differentiation <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$2,694.77</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of a second teacher to teach literacy and numeracy for K-2 students, three mornings per week. <p>The allocation of this funding has resulted in the following impact: The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 86% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: The continued employment of our second teacher to provide explicit and differentiated instruction for K-2, including the implementation of the new English and Maths syllabus in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$14,539.18</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 a second teacher to teach literacy and numeracy for K-2 students, three mornings per week. <p>The allocation of this funding has resulted in the following impact: The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 86% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: The continued employment of our second teacher to provide explicit and differentiated instruction for K-2, including the implementation of the new English and Mathematics syllabus in 2023.</p>
<p>Location</p> <p>\$7,317.09</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 staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Increased attendance, participation in class and integration into the social-emotional aspects of school life, for targeted students. Improved self-regulation and a significant reduction in escalated behaviours.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on attendance for targeted students. Teacher development in self-regulation strategies for students to assist in the completion of set tasks and ability to work independently as required.</p>
<p>Professional learning</p> <p>\$4,696.74</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bobin Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$4,696.74</p>	<p>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 initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum; • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff; • purchase of trauma-informed and sensory aware training for all staff. <p>The allocation of this funding has resulted in the following impact: An increase in whole-school and inter-school staff collaboration time, from one day per semester to one day per term. This has resulted in an increased amount of data collection, collaborative analysis, and adjustment of teaching and learning programs to more accurately align with demonstrated student need. The development of our 2022-2023 whole-school Professional Development Plan, has resulted in the purchase of trauma-informed and sensory-aware training for all-staff, to complete in Term 1 and 2, 2023.</p> <p>After evaluation, the next steps to support our students will be: Continued teacher release time provided for whole-school professional collaboration, to be at least one-day per term, and an additional day per term for inter-school collaboration. Once staff have completed the trauma-informed and sensory-aware training modules, the school behaviour code and procedures are to be reviewed to ensure alignment with the latest research regarding students with trauma and sensory needs.</p>
<p>QTSS release</p> <p>\$1,953.66</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 staffing to support staff collaboration in the implementation of high-quality curriculum; • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: An increase in whole-school and inter-school staff collaboration time, from one day per semester - to one day per term. This has resulted in an increased amount of data collection, collaborative analysis, and adjustment of teaching and learning programs to more accurately align with demonstrated student need.</p> <p>After evaluation, the next steps to support our students will be: Continued teacher release time provided for whole-school professional collaboration, to be at least one-day per term, and an additional day per term for inter-school collaboration.</p>
<p>COVID ILSP</p> <p>\$12,970.00</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 2022.</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>COVID ILSP</p> <p>\$12,970.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teacher/educators to deliver small group tuition; • providing targeted, explicit instruction for student groups in literacy/numeracy - Quantifying Number and Understanding Texts; • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. <p>The allocation of this funding has resulted in the following impact: 100% of targeted students achieving expected growth in literacy and numeracy, with particular attention to quantifying number and understanding text.</p> <p>After evaluation, the next steps to support our students will be: A continuation of the literacy and numeracy intervention program for targeted students, to be monitored as part of their Personal Learning and Support Plan (PLSP).</p>
<p>Per capita</p> <p>\$2,779.48</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 operational funding include:</p> <ul style="list-style-type: none"> • employment of a second teacher to teach literacy and numeracy for K-2 students, three mornings per week. <p>The allocation of this funding has resulted in the following impact: The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2 has resulted in 86% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: The continued employment of our second teacher to provide explicit and differentiated instruction for K-2, including the implementation of the new English and Mathematics syllabus in 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 • Assessment data collation and analysis <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • the employment of an Assistant Principal Curriculum and Instruction one-day per week. <p>The allocation of this funding has resulted in the following impact: An increase in assessment data collation and analysis; and an increase of staff planning days - from one day per term, to three days per term (including inter-school collaboration) - resulting in increased efficiency in data analysis and teacher programming.</p> <p>After evaluation, the next steps to support our students will be: Continued staffing release to align professional learning (Curriculum and Instruction) to the Strategic Improvement Plan and develop the capacity of staff.</p>

<p>Teaching Principals Relief</p> <p>\$36,308.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • High expectations for increased attendance • A connected community for student wellbeing <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Principal release time for school administration one day per week, with a focus on monitoring student attendance, review of Personal Learning and Support Plans and review of the whole-school Professional Development Plan. • employment of a second teacher for principal release time, to deliver specialist programs including the Home Art Program, in collaboration with Art Gallery of NSW, Manning Regional Art Gallery and local Biripi Elders; • employment of second teacher to split the class for literacy and numeracy three mornings per week. <p>The allocation of this funding has resulted in the following impact: The development of a whole-school Professional Development Plan, continued high-level focus on student attendance, and close monitoring of Personal Learning Support Plans throughout the year. The provision of explicit and differentiated instruction in Literacy and Numeracy for K-2, three mornings per week, has resulted in 86% of students in this cohort achieving expected growth in Literacy and Numeracy throughout 2022. The provision of a specialist art teacher to deliver the 'Home' art program, during Principal release time, has resulted in increased community collaborations and connections with our school and the Biripi community.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the whole-school Professional Development Plan, close monitoring of student attendance and PLSPs, and a variation in the employment of a second teacher, to split the class for Literacy and Numeracy, from three - to four mornings per week.</p>
<p>Digital Classroom Officer</p> <p>\$22,984.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 allocation include:</p> <ul style="list-style-type: none"> • Digital Classroom Officer employed (0.2 FTE) for one year to work with the digital strategy team (Rural Access Gap). <p>The allocation of this funding has resulted in the following impact: Transfer of all files from school server into the nominated platform throughout 2022; shared files across the whole school and access offsite to school files; and delivery of online teaching programs have become more individualised due to staff training in Microsoft Teams and other applications.</p> <p>After evaluation, the next steps to support our students will be: Continued refinement of teaching programs to include digital applications to enhance differentiation and explicit teaching opportunities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	5	6	4	7
Girls	12	8	7	8

Student attendance profile

School				
Year	2019	2020	2021	2022
K			85.6	94.4
1	71.4	76.6		84.0
2	89.8	93.6	45.1	82.4
3	93.3	85.9	88.8	72.1
4	85.4	83.9	82.6	89.2
5	88.4	86.5	85.1	90.4
6	88.2	90.4	82.5	79.6
All Years	89.1	85.7	81.2	82.0
State DoE				
Year	2019	2020	2021	2022
K			92.8	87.9
1	92.7	91.7		87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	91.9	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	66,829
Revenue	471,716
Appropriation	446,310
Sale of Goods and Services	-320
Grants and contributions	7,521
Investment income	468
Other revenue	17,736
Expenses	-494,227
Employee related	-392,080
Operating expenses	-102,147
Surplus / deficit for the year	-22,511
Closing Balance	44,318

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.

	2022 SBAR Adjustments (\$)
Targeted Total	19,791
Equity Total	21,011
Equity - Aboriginal	2,695
Equity - Socio-economic	3,777
Equity - Language	0
Equity - Disability	14,539
Base Total	323,751
Base - Per Capita	2,779
Base - Location	7,317
Base - Other	313,654
Other Total	49,728
Grand Total	414,280

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 and engagement from its school community. Parent-teacher interviews and student surveys were completed midway through Term 4.

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.

100% of staff agreed:

- increased staff collaboration time (teacher release) has been an effective way to keep on top of workload and effectively evaluate assessment data;
- there is a strong culture of reflective practice;
- opportunities for ongoing professional development are highly-valued.

100% of students agreed:

- their teachers really know them and how they like to learn;
- Bobin School is a happy and safe place to be;
- students have an input into their learning and are able to explore their personal interests as much as is possible.

Overall Areas of Strength Identified

- Small classes and teacher-student ratio
- Teachers really know the students
- Focus on the creative arts
- Beautiful learning environment
- Creative play opportunities
- Approachable and attentive staff
- Inter-school and inter-agency collaborations (connected community)
- A high level of community involvement is encouraged and valued

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.