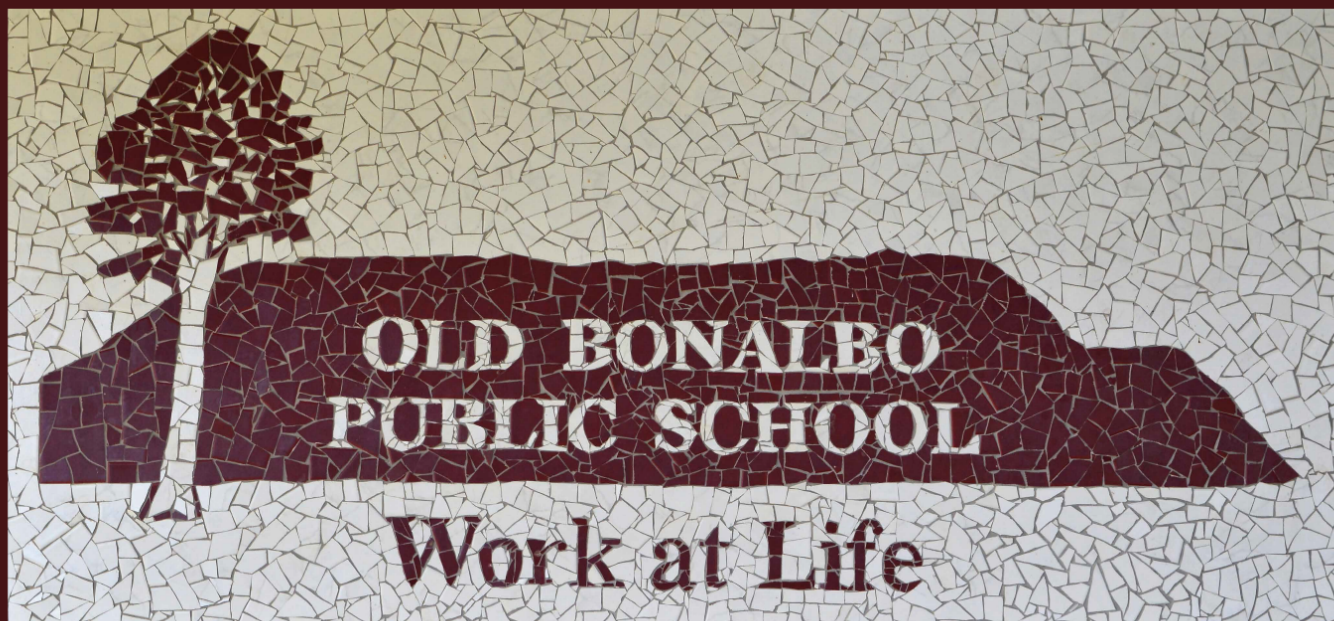


2022 Annual Report

Old Bonalbo Public School



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Introduction

The Annual Report for 2022 is provided to the community of Old Bonalbo Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

School contact details

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Message from the principal

Thank you to all our families and school community for another difficult but rewarding year at Old Bonalbo Public School. I could not be prouder of students, staff and our families for the dedication, support and resilience they displayed during a challenging year.

We wish our Year 6 students all the best on their next educational journey. Well done to all students for completing their own learning goals for the hard work and commitment you have shown all year. Thank you to the staff who work tirelessly to ensure they are providing students opportunities and experiences as well as providing a safe and engaging environment for students to be able to achieve their best.

Thank you to everyone for the tremendous effort during 2022. We look forward to the learning opportunities and experiences that 2023 will bring with it.

Kandas Petty

Teaching Principal

School vision

Old Bonalbo Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. This means the school, community members, parents and carers work in partnership, with the commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world, and to develop each individual child.

School context

Old Bonalbo Public School is a small rural school with an enrolment of seven students. It is located 112 kilometres north west of Casino and 35 kilometres south of the Queensland border. The school fosters a culture of high expectations and high levels of community engagement. The learning programs are personalised, supporting a range of diverse learners. Students have high levels of access to technology, strong social networks through Community of Schools.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise the learning outcomes for every student through all staff using data to understand the learning needs of individual students and inform differentiated teaching for all students.

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.

- Data informed practice
- Effective Classroom Practice

Resources allocated to this strategic direction

QTSS release: \$1,379.00

AP Curriculum & Instruction: \$30,000.00

: \$10,227.00

Socio-economic background: \$11,492.10

Aboriginal background: \$10,248.93

Low level adjustment for disability: \$11,492.10

Location: \$9,321.07

Per capita: \$1,516.08

Professional learning: \$5,886.12

Integration funding support: \$34,000.00

Summary of progress

Our focus for 2022 was on the initiatives, **data use in teaching** and **effective classroom practice** in order to improve **student growth and attainment**, specifically in the areas of reading and numeracy.

Data use in teaching was and continues to be a strong focus for our staff in order to effectively track and monitor student growth in the areas of reading and numeracy. This collection and analysis of student learning data has been supported by collaborative work between teaching staff in order to effectively differentiate teaching and learning programs and instruction. School staff engaged with external personnel to appropriately engage with the department's Universal Resource Hub to source High Impact Professional Learning and relevant teaching resources for staff to focus on identified areas of learning need, such as additive strategies in numeracy. This has resulted in individual student growth being realised and has contributed to whole school system data showing positive growth against Statistically Similar School Groups, although this is difficult to demonstrate due to the influx of enrolments changing the cohort data as happens in a small school setting. Staff have worked hard to overcome the challenge of formalising how some of the changes and improvements in teacher practice have led to sustained improvements in student results. This will be a focus in 2023 but there is much optimism as the period of COVID, weather events and staffing will not be issues moving forward.

A focus on improvements in **effective classroom practice** was identified for focus in 2022. Teachers worked hard to translate the area of need in reading and numeracy to focus on and then using explicit teaching strategies as identified through various professional learning activities and resources from the Universal Hub to offer quality instructional lessons. Student feedback was that the learning intentions identified at the start of each lesson were being met by the way that teachers taught. This data was informal and can be formalised in the future for teaching staff to more effectively dissect the areas of their practice having the biggest impact and those areas to focus on next for improvement. The increase in enrolments to the school in 2022 resulted in the ever evolving task of effectively differentiating teaching to match the breadth of student's learning needs. As evidenced through teacher's teaching programs and both formal and informal observations this was done well but took a lot of teacher time. The initiative of splitting the K-2 students and 3-6 students for key learning areas of literacy and numeracy really assisted to maintain the integrity of our pedagogy and ensure effective classroom practice continued to allow staff to match instruction to where students were at. Use of PLAN2 supported this and translating the internal growth we saw against external system assessments will be a focus of work in 2023.

Next year in these initiatives, we will look to consolidate and strengthen our practice in how students across the K-6 are being assessed effectively and consistently in reading and numeracy, and that the data resulting from these assessments are efficiently and effectively analysed to best inform future teaching practice. The school will actively look to extend our staffing model to build the consistency of implementation of teaching and learning practice and allow us to extend the individualised support at each student's point of learning need.

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 expected growth - Reading (Small Schools Network Target) The proportion of students achieving expected growth in NAPLAN Reading meets the system negotiated lower bound target of 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However system check-in assessment data indicates expected growth in reading for Year 4 and 6 students who were enrolled at Old Bonalbo Public School prior to 2022 of 52%
NAPLAN expected growth - Numeracy (Small Schools Network Target) The proportion of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target of 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However system check-in assessment data indicates expected growth in numeracy for Year 4 and 6 students who were enrolled at Old Bonalbo Public School prior to 2022 of 50%.
NAPLAN top two bands - Reading (Small Schools Network Target) The proportion of students achieving in the top two bands of NAPLAN Reading meets the system negotiated lower bound target of 60%.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Reading met the system negotiated lower bound target of 60% in the top two bands of NAPLAN.
NAPLAN top two bands - Numeracy (Small Schools Network Target) The proportion of students achieving in the top two bands of NAPLAN Numeracy meets the system negotiated lower bound target of 60%.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Numeracy did not meet the system negotiated target.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

Our purpose is to foster a positive school culture where the school community shares the collective responsibility to support the collective wellbeing and learning of all students.

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.

- Wellbeing and engagement
- Strengthen the school as a Learning Community

Resources allocated to this strategic direction

Summary of progress

Our focus for 2022 was on the initiatives, **wellbeing and engagement** and **strengthening the school as a learning community**.

Wellbeing and engagement was and continues to be a strong focus moving forward ensuring students can report high expectations for success, advocacy, and a sense of belonging at school. The school has a whole-school approach that ensures all students have regular opportunities to meet with an identified staff member who can provide advice, support, and assistance to help students fulfil their potential. The school has a dedicated affirmation station that allows students to access personal grooming items not available at home. Our school breakfast club has also ensured students are provided with a nutritious breakfast and an opportunity to engage with their peers and staff in a more informal forum, promoting greater connection and rapport building. Strong student voice is supported by explicit and consistent expectations of behaviour which ensure a safe and harmonious learning environment is maintained. Even with increased student numbers, the incidence of negative student behaviour has not increased reflecting that the strategies are supporting our students as intended.

Community engagement was underpinned and driven by a focus on school performance, service delivery, and overall parental advocacy. Old Bonalbo Public School was able to highlight our positive interactions with targeted community members both locally and on a wider scale through our social media presence in order to build on student learning goals and aspirations. We will work heavily towards working with parents to ensure we are supporting them to maximise their child/s learning potential and prioritise attendance as the starting point for their child's learning journey.

strengthening the school as a learning community this year saw students, staff, parents, community of schools, and the local community work together to celebrate student learning and success. This was evident in Old Bonalbo Public School working alongside partner schools through the 'West of the Ranges' Community of schools, meeting at least once a term to collaborate on well-being and pedagogy improvement and consistent teacher judgement. This community of schools also initiated a perpetual poetry competition. Staff, students, and P&C worked together to bring this event to life, which was very successful. Students had the opportunity to demonstrate their poetry skills and celebrate literacy. Collaboration within our school stakeholders is also growing through transparent communication of learning goals for each student and strategies to realise these being shared with parents and carers. This collaboration extended beyond activities into addressing our students attendance at school improving.

Staff have worked effectively and extensively with colleagues internally within our school, with colleagues from other schools and with system experts across various directorates across the department. The learning has seen an increase in teacher confidence and skill, improved measurable learning improvement has been realised for those students where this collective approach has been embraced. This has extended across the new curriculum implementation and specific areas within reading as identified through internal school data. This will continue to be a focus of work for 2023 in terms of more effectively measuring the specific focus area pre and post data to measure effectiveness of each strategy implementation.

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
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Attendance <ul style="list-style-type: none"> • Increase the percentage of students attending 90% of the time to be at or above the lower bound target of 70% 	<p>The % of students attending school more than 90% of the time at Old Bonalbo Public School has exceeded the lower bound target to be at or above the lower bound target of 70% at 83.1%</p>
Data <ul style="list-style-type: none"> • TTFM Wellbeing data (advocacy, belonging and expectations) increases to be above the lower bound system negotiated target of 89.6%. 	<p>Student data taken from an in-school informal poll indicates 80% of students at Old Bonalbo Public School can nominate at least one staff member they are comfortable approaching with a problem. 100% of students feel a sense of advocacy, belonging at school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Old Bonalbo 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"> • Effective Classroom Practice <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in extra support in classroom to support mainstream classroom instruction along with the essential adjustments needed for students to access learning opportunities and school experiences.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be to continue this model of access and support to maintain our fluid learning environment ensuring students are adequately supported and 'next steps' in learning are identified.</p>
<p>Socio-economic background</p> <p>\$11,492.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Old Bonalbo 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support program implementation. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in staff facilitating a fluid K-6 learning environment where the K-2 and 3-6 students are separated for the key learning areas of literacy and numeracy. The impact of this is that pedagogy within the classroom is more differentiated towards the needs of the individual and student outcomes are increased. Also, the planning and programming cycle is more refined for the individual learner.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be to continue this model of pedagogy and maintain our fluid learning environment ensuring all students are adequately challenged and 'next steps' in learning are identified.</p>
<p>Aboriginal background</p> <p>\$10,248.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Old Bonalbo 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</p>

<p>Aboriginal background</p> <p>\$10,248.93</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The impact of this funding has resulted in additional classroom support for students both Aboriginal and non-Aboriginal. This has been achieved through the employment of additional teaching and non-teaching staff to support students achieve academic growth in literacy and numeracy, underpinned by personalised learning plans (PLP's). Funding has also provided additional release time for teaching staff to create, implement, evaluate and refine these PLP's to ensure they remain up to date.</p> <p>After evaluation, the next steps to support our students will be: The next step for our school will be to maintain the high level of support our students currently enjoy in class. Ensuring teacher release time</p>
<p>Low level adjustment for disability</p> <p>\$11,492.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Old Bonalbo 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"> • Effective Classroom Practice <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in greater differentiated practice in the classroom, specifically around teaching programs. This has allowed teaching staff to collaboratively support student outcomes with learning sprints in areas requiring improvement.</p> <p>After evaluation, the next steps to support our students will be: Our next steps to support our students will continue to ensure teaching staff are collaborating on both teaching and programming and support this with High Impact Professional Learning.</p>
<p>Location</p> <p>\$9,321.07</p>	<p>The location funding allocation is provided to Old Bonalbo 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • additional staffing for teacher release and SLSO support <p>The allocation of this funding has resulted in the following impact: The impact of this funding facilitated students from low socio-economic families to participate in whole school learning activities and experiences.</p>

<p>Location</p> <p>\$9,321.07</p>	<p>After evaluation, the next steps to support our students will be: The impact of this funding resulted in greater classroom support, which translated to increased student growth, particularly in the area of reading. Release from face-to-face teaching enabled teachers to analyse data and tailor learning programs to meet individual student needs.</p>
<p>Professional learning</p> <p>\$5,886.12</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 Old Bonalbo 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teaching staff self-evaluate and assess their own knowledge and competency around implementing the new syllabus. • staff engaging in High Impact Professional development around the rollout of the new K-2 Syllabus. • ensuring teaching and learning programs including corresponding classroom resourcing reflect the new syllabus documents. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all teaching staff engaging in professional learning to support the implementation of the new K-2 syllabus. Collegial discussions conducted within our executive has provided clear and concise roadmap as to what changes to pedagogy needs to be made supported by classroom resourcing.</p> <p>After evaluation, the next steps to support our students will be: Next steps in this area will to be to monitor how effective and efficient changes to classroom practice has been and modify as required to ensure compliance with new K-2 syllabus.</p>
<p>QTSS release</p> <p>\$1,379.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Old Bonalbo 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"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the School Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in release from face to face teaching in order for teaching staff to engage in High Impact Professional Learning in order to support student growth in reading and numeracy. This has resulted in teaching staff upskilling and increasing their proficiency in the implementation of the new K-2 Literacy and Numeracy Syllabus.</p> <p>After evaluation, the next steps to support our students will be: Our next steps will be to ensure our pedagogy supports the evidence-based teaching engaged supported by teacher High Impact Professional Learning. This will also be identified in teaching staff PDP's and the effectiveness of our teaching and learning practices evaluated regularly.</p>
<p>COVID ILSP</p> <p>\$10,227.00</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</p>

<p>COVID ILSP</p> <p>\$10,227.00</p>	<p>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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of this funding resulted in additional support for teaching staff to develop, organising and plan resources for small group tuition in order to effectively and efficiently provide targeted explicit instruction in literacy. This resulted in positive student growth in the area of reading based on triangulated data drawn from the Waddington Test, S.A Spelling test and check-in assessments.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The next steps to support our students will be to follow the quality teaching framework, ensuring our identified students are supported in the classroom, regularly assessed in accordance with our whole school assessment schedule in order to track their reading progress to ensure an upward trajectory.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	7	3	6
Girls	5	6	3	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.5	95.0	96.7	74.4
1		83.2	84.6	79.1
2	95.8	92.5	88.3	91.9
3	87.5	97.3	93.4	78.5
4	93.8	82.1	97.8	
5	93.9	92.5	91.0	79.5
6	93.8	94.8	92.3	64.4
All Years	94.2	92.0	92.0	79.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1		91.7	92.7	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	
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	34,142
Revenue	554,322
Appropriation	526,872
Sale of Goods and Services	3,815
Grants and contributions	23,363
Investment income	272
Expenses	-545,535
Employee related	-448,651
Operating expenses	-96,884
Surplus / deficit for the year	8,787
Closing Balance	42,929

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	22,254
Equity Total	50,176
Equity - Aboriginal	10,249
Equity - Socio-economic	23,278
Equity - Language	0
Equity - Disability	16,649
Base Total	320,532
Base - Per Capita	1,516
Base - Location	9,321
Base - Other	309,695
Other Total	54,420
Grand Total	447,382

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

Parents/Carers indicated through the use of Facebook, Seesaw, participating (socially-distanced) at school functions, and development of Individual Education Plans, their support and satisfaction with the direction and teaching/learning activities that are provided at our school. The parents/carers were actively engaged during the short period of remote learning 2022 and indicated how they were coping or their needs to best support their children, though admittedly found it more difficult than the previous year. Students indicated that they had positive relationships and that they were proud of our school. The staff indicated that they believed that Old Bonalbo Public School is a very inclusive school and that parents/carers involvement needs enhancement.

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.