

Bombala Public School

Annual Report



2016



1288

Introduction

The Annual Report for 2016 is provided to the community of Bombala Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Joanne Tozer

Principal

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Message from the Principal

Bombala Public School has experienced a successful year in 2016, continuing to provide a holistic educational program for all students while being an integral part of the local and wider community. Success has been achieved in the classroom and on the sporting field, capturing the spirit of Bombala Public School and the whole school community – where we come to reason together! This year saw many changes to the educational landscape with staff changes and the continued implementation of the Resource Allocation Model (RAM). The RAM resources empowered the school to make decisions to meet the needs of its staff and students. These resources were used to employ an extra staffing allocation to support classroom teachers and to implement specialised Literacy and Numeracy Programs.

Bombala Public School has continued to foster an open door policy which has encouraged further involvement of parents, carers, families and community members to enhance the development of the school, its students and staff. The teaching Staff have worked extremely hard and provided a wide array of school based and extracurricular activities to engage all students, to be inclusive and to ensure individual differences are respected and celebrated.

Mrs Joanne Tozer

Principal

School background

School vision statement

Our vision is the development of students as confident, creative, informed and motivated global citizens. We promote an environment where consideration, respect, safety and equity are paramount and aligned to all DEC expectations and requirements.

School context

Bombala Public School is a rurally isolated school located in south eastern NSW, committed to providing quality teaching and learning. The community is supported by rural holdings as well as major influences from the timber industry.

The school is a focal point of the community and the students are provided with a wide variety of opportunities for learning both within and outside the local area. The needs of each child are addressed through the provision of relevant, quality educational programs supported by active parent involvement. The school is characterised by sound levels of achievement, motivated learners and close support from the community.

The school has excellent facilities for its students including well-resourced classrooms, state of the art technology, an automated library along with spacious gardens and grounds. The dedicated, highly motivated staff is committed to providing high quality teaching and learning programs relevant to the needs of all students. The school actively models and promotes responsibility and respect for self and others to ensure success in the local, wider and global community.

The school continues to foster a productive partnership between the community, parents, students and staff in a climate characterised by flexibility, commitment and teamwork. Bombala Public School is a proud member of the Delegate and Bombala Schools Learning Community (DaBBs) and the Monaro Education Group (MEG).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

LEARNING

Learning Culture – Sustaining and Growing. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Wellbeing – Excelling. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive, that are relevant to their stages of learning and development. The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Curriculum and Learning – Sustaining and Growing. Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting – Sustaining and Growing. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the students' strengths and areas of growth. Parents are updated on the progress of their children. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. . The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student Performance Measures – Delivering. Students are showing expected growth on internal school performance measures. The school achieves good value-added results, and/or around 20 per cent of students achieve at high levels of performance on external performance measures.

TEACHING

Effective Classroom Practice – Delivering. Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Data Skills and Use – Delivering. Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions. Assessment instruments are used to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

Collaborative Practice– Sustaining and Growing. Staff and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers work together to improve teaching and learning in their year groups, stages, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and Development – Sustaining and Growing The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards – Sustaining and Growing. Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

LEADING

Leadership –Sustaining and Growing The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. The school has also built strong connections with Bombala High School through shared staff development, transition programs and community based events.

School Planning, Implementation and Reporting – Sustaining and Growing. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

School Resources– Sustaining and Growing. Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. Longer-term financial planning is integrated with school planning and implementation processes.

Management Practices and Processes – Sustaining and Growing. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further

improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Develop consistent, high quality teaching and learning programs in literacy and numeracy to engage students and improve student learning outcomes.

Purpose

To ensure consistent and equitable access to literacy and numeracy programs for all students and that programs are delivered at a high standard by staff who ensure learning is personalised, engaging and developmentally appropriate.

Overall summary of progress

The Learning and Support Team formalised processes and implemented new forms of recording student adjustments during the year to ensure students with identified needs were being regularly monitored, especially in the areas of Literacy and Numeracy. Proformas were developed and placed on SENTRAL software to ensure all staff could access information when relevant and necessary. Classroom teachers along with the Learning and Support Teacher completed Personalised and Individualised Learning Plans for students with identified academic, physical and social needs. Staff completed adjustment sheets designed by the LST as linked to the NCCD data.

The School Professional Learning Plan focused on ensuring staff (teaching and non-teaching) across the school was provided with professional learning in Literacy. This year staff focused on the THRASS (Teaching Handwriting reading and Spelling) Program undertaking a two day accredited course early in Term 1. Following professional learning staff conducted two parent workshops to assist parents in developing their understanding of how reading and spelling are being taught across the school. Early Stage 1 and Stage 1 teachers continued to complete L3 training, consolidating knowledge from 2015 training programs. Focus on Reading (FoR) was delivered to staff by teachers who had undertaken professional development in 2015. Staff were introduced to the Super Six strategies to be implemented to improve comprehension K-6.

Staff were provided with additional release time to track students' progress on the Literacy and Numeracy Continuums using the PLAN software and to share professional learning with Stage colleagues. During the year our milestones have mostly been achieved, although some, including student assessment, data tracking and professional learning will be ongoing in 2017

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• By the end of 2017, 55% of Year 3 students and 50% of Year 5 students (2015 – 2017 average) will be proficient in reading, spelling, grammar and punctuation as identified in NAPLAN. and Aboriginal students will be recognised in the proficient cohort.• By the end of 2017, 45% of Year 3 and Year 5 students will be proficient in numeracy as identified in NAPLAN, and Aboriginal students will be recognised in the proficient cohort.	<p>Teaching and SASS Staff completed two day accredited professional learning in THRASS (Teaching Handwriting Reading and Spelling Skills). Staff also undertook professional learning – Focus On Reading (an introduction to the Super Six Strategies).</p> <p>Staff undertook professional learning and completed How2Learn modules and directly linked these to developing literacy strategies.</p> <p>Personalised Learning Plans were developed for all students identified with learning needs and a new Adjustment Recording sheet was implemented to identify adjustments made across domains.</p> <p>Stage 3 students participated in primary Principals Public Speaking competition and won first prize along with the encouragement award.</p> <p>Norta Norta funding was used to employ a tutor. Improvement in Literacy results for Indigenous students – achieving at or above Stage expected outcomes. Above state average for attendance was noted for Indigenous students..</p>	\$17450

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • By the end of 2017, 55% of Year 3 students and 50% of Year 5 students (2015 – 2017 average) will be proficient in reading, spelling, grammar and punctuation as identified in NAPLAN. and Aboriginal students will be recognised in the proficient cohort. • By the end of 2017, 45% of Year 3 and Year 5 students will be proficient in numeracy as identified in NAPLAN, and Aboriginal students will be recognised in the proficient cohort. 	<p>All staff tracking student progress on Literacy continuum using PLAN software.</p> <p>All students benchmarked in Reading and identified with programs to develop skills in Literacy and improve student outcomes.</p> <p>Students in early years were clustered for explicit instruction and differentiation of learning and areas for development were identified to be included in PLPs.</p> <p>A targeted Numeracy program was developed for Indigenous students – students achieving at Stage expected level.</p> <p>All staff used PLAN Mathematics Resource Kit to collect evidence of student progress to be tracked on Numeracy Continuum.</p> <p>A vertical Mathematics Scope and Sequence developed for grades K–6.</p> <p>Formal Learning and Support(LST) meetings held weekly where students with identified needs are monitored and reviewed.</p> <p>Teachers implementing new History Syllabus and trialling Geography units of work.</p> <p>All staff completing NCCD Adjustment sheets for students identified with needs across various domains.</p> <p>LST used data from Benchmarking and other school based assessments to target students and develop programs for 2017.</p>	

Next Steps

Professional learning for all staff will continue in 2017. After analysing data from 2016 NAPLAN further PL will target reading, spelling and comprehension in particular. All staff will explicitly focus on the Super 6 Strategies to improve Literacy outcomes. Staff will work collaboratively and share ideas and resources.

To improve student reading and spelling outcomes the THRASS program in conjunction with the PEG spelling will be implemented/extended across Years K–6.

In 2017 we will develop a new English Scope and Sequence to incorporate the Professional Learning undertaken in Literacy in 2015 and 2016 and incorporate new programs including THRASS, PEG and the Sentence a Day program.

Staff will continue to be provided with opportunities and extra time to collaborate with Stage colleagues to develop programs and activities.

We will continue to implement L3 in the Early Years to provide students with a framework for improving their reading and writing results, and to demonstrate school improvement in all assessment tasks.

The Learning and Support Team along with classroom teachers will continue to monitor identified students to ensure they are continuing to progress further and build on the achievements they have already made. PLPs and ILPS will be reviewed each semester and refined to reflect adjustments as per NCCD.

All staff will work collaboratively to develop new Geography and History Scope & Sequences after trialling units and

activities in 2016.

Staff will undertake professional learning in Mathematics focusing on areas for development. Staff will work collaboratively to develop a new Mathematics Resource – a series of teaching/learning activities using the CPA (Concrete, Practical and Abstract) Model.

Strategic Direction 2

Build and develop staff capacity to ensure high performance standards, innovative practice, collaboration and leadership opportunities; and to equip staff and students for lifelong learning and sustainability.

Purpose

To engage all staff in innovative and engaging educational practice to enhance their own professional growth and the development of personalised and differentiated programs to ensure all students are committed learners who develop confidence, creativity and leadership skills for life as well as a sense respect and responsibility

Overall summary of progress

Staff were provided with a program of strategically targeted professional learning to develop student wellbeing. Professional learning also focused on the sharing of professional practice, including Kids Matter, Positive Behaviours for Learning (PBL) and completing How2Learn Modules. Staff, along with the PBL team developed the school elevator statement, decided upon the PBL values for Bombala Public School and developed a matrix to identify non-classroom areas for explicit teaching of positive behaviour. An acknowledgement system for positive behaviours was developed and has been linked on SENTRAL program. Data recording systems were refined to include both positive and negative incidents using SENTRAL computer program.

Parents were encouraged to engage in a collaborative learning community to improve student outcomes. Parent teacher evenings were held to disseminate information relating to new programs being implemented across the whole school to develop Literacy and improve student outcomes. There was a significant number of parents in attendance as compared to that of information evenings held in 2015. A highlight of the year was the biannual whole school dramatic performance, involving dance, music and drama. This was an outstanding performance and involved many community members. Parents, grandparents and community members enjoyed the opportunity to visit open classrooms, participate in a student learning journey and celebrate grandparent's day. More days are planned for 2017.

A Community Liaison Officer was employed for the year to prepare articles and displays regarding events and points of interest to promote Bombala Public School and Public Education. The newsletter format was changed to reflect the views of our audience and to become more student centered and include significant school events and photos of these.

Students were provided with significant and extensive extracurricular activities. All student from K-6 participated in an extensive excursion program, developing an awareness of the wider community, greater confidence and independence. Other programs included Public Speaking, Instrumental Band and Music Program, opportunities to participate in representative sports including netball and basketball; PSSA carnivals, buddy programs across network schools, Life Education Programs, visits to the theatre and participating in programs presented by visiting artists and performers.

As part of our response to the Rural and Remote Strategy an extended Kindergarten Orientation was provided, along with an extensive Transition to High School Program including Middle School Programs focusing on Aboriginal Education, the Arts and developing cooperative learning skills. The feedback for all programs from staff, parents and students was very positive.

During the year our milestones have been achieved, although some including collaborative learning programs and Positive Behaviours for Learning will be ongoing in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Student attendance will increase from 92% (2014) to 95% average (from 2015 to 2017).• 100% of staff implement Positive Behaviour for Learning (PBL) and Kids Matter initiatives within their classroom and other school settings as measured by internal survey data.• Survey data indicates 100% of staff understand and have the	<p>Staff participated in Kids Matter workshops. Staff, students and parents completed Tell Them From Me (TTFM) surveys. All staff completed KidsMatter Surveys.</p> <p>Simon Clegg (motivational speaker) presented anti-bullying sessions for parents, staff and students K-12.</p> <p>Positive Behaviour for Learning (PBL) team participated in Network Coaching Days. PBL</p>	\$31600

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
confidence to implement the Every Student Every School reform and National Disability Data Collection(NDDC).	Action Plan was developed aligning to Kids Matter. Staff developed matrix identifying behaviours for classroom and non-classroom settings.	

Next Steps

In 2017 we will continue to improve the learning outcomes for all students in our school. The PBL program will be fully implemented across the school with all teachers explicitly teaching strategies to be used in non-classroom settings. A new acknowledgement of behaviour system will be implemented to reflect the values of PBL. The PBL/Kids Matter Framework will be further developed as part of the School PBL Action Plan and the PBL Team, working with an external coach will complete a SET (School Wide Evaluation Tool) of what has been achieved so far. PBL will be utilised in conjunction with our existing student management and wellbeing policy and adjustments will be made along the journey to ensure a consistent system is in place and evident across the school. SENTRAL programs will be updated to include the PBL levels. Further professional learning will be provided for staff.

We will continue to improve the learning outcomes for Indigenous Students in our school and bridge the gap between achievement and benchmarks. Further consultation with parents and community members will be facilitated through the Connecting Communities forums. Strategies from the Stronger Smarter program will continue to be introduced into teaching and learning programs, to further develop understanding of Aboriginal culture and identity; and to promote the Aboriginal Education Strategy, improving outcomes for all Indigenous students.

The Transition to School programs (Preschool-Kindergarten and Year 6 to Year 7) will continue to be implemented with regular transition meetings being held for all stakeholders. The Middle School days will be implemented across Terms 1,2 and 3 to develop peer relationships, skills, knowledge and goals in preparation for transitioning to High School.

Planning has already been undertaken to ensure excursions are coordinated for all year groups, including another sleepover for the K/1/2 students

Strategic Direction 3

Enhance community engagement and participation to promote student learning and wellbeing.

Purpose

To expand the culture of collaboration and build further positive relationships within and beyond the school community to ensure effective and consistent educational delivery, the sharing of expertise and professional practices and development of leadership opportunities.

Overall summary of progress

Two staff members undertook Stronger Smarter Training which enabled them to develop a deeper understanding of Indigenous students and the difficulties facing them as learners. Participating staff shared strategies and elements from the Professional Learning and these are being implemented across most classes K–6. Bombala Public School joined with other district public schools to further develop community connections. Bombala PS hosted a local AECG meeting and continued to build high expectation relationships with the Indigenous members of our school community. 100% of Indigenous families have been represented at Connected Communities meetings.

Parental participation has been actively encouraged in school professional learning activities to build community educational capacities and to support Student Wellbeing and Student Welfare programs at the school.

Staff participated in a range of networks for a targeted programs and professional learning. Teaching staff participated in Beginning Teacher networks, Learning and Support networks, and Kindergarten transition and High School Transition Programs including Middle School days. Executive staff also participated in Principal Network Groups – Monaro Education Group (MEG) and DaBBS (Delegate and Bombala Schools) to plan, implement and develop a range of programs K–12 including How 2 Learn, Mandatory training and teacher accreditation.

Staff seeking accreditation at Proficient level participated in weekly afternoon Accreditation sessions focusing on unpacking the Australian Professional Teaching Standards and preparing documentation for accreditation.

During the year our milestones have mostly been achieved with improved parent collaboration and participation in school activities and programs; an increase in attendance at community events; and all staff have participated in networks pertaining to their own professional learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Improved parent collaboration and participation in school activities and programs.• A supportive school community evidenced by an increased number of parents attending P&C meetings, assemblies and community events/fundraisers.• Staff attainment of professional learning goals and teaching requirements, as measured in their Professional Learning and Performance Development Plans.• Staff attending meetings P&C, LST, DaBBS, MEG Network, Transition, PPA and AECG Meetings.• Local Aboriginal History and stories and evident on the MGoals and school web site	<p>Actively encouraged parental participation in school professional learning activities to build community educational capacities and to support Student Wellbeing and Student Welfare programs at the school.</p> <p>Transition Programs (preschool – Kindergarten and Year 6 to Year 7 Transition) very successful and extended to incorporate many extra days throughout the year. The High School Transition Process also involved Middle School Days, which had a specific curium focus, explored Personalised Learning Plans, and developed a deeper understanding of Aboriginal Culture through group work and Arts based activities. Year 6 boys also participated in a Boys Education Program coordinated by the High School. All of these programs were very well received and positive feedbacks was gained from parents, students and staff. Staff participated in network groups including the Beginning Teachers, Monaro Education Group (MEG), the Delegate and Bombala Schools (DaBBS) School Learning Community and the Learning</p>	\$11830

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Improved parent collaboration and participation in school activities and programs. • A supportive school community evidenced by an increased number of parents attending P&C meetings, assemblies and community events/fundraisers. • Staff attainment of professional learning goals and teaching requirements, as measured in their Professional Learning and Performance Development Plans. • Staff attending meetings P&C, LST, DaBBs, MEG Network, Transition, PPA and AECG Meetings. • Local Aboriginal History and stories and evident on the MGoals and school web site 	<p>and Support Teacher Network (LaST).</p> <p>All staff participated in induction programs – WH&S and school programs and systems.</p> <p>Staff seeking accreditation participated in meetings and workshops to unpack Australian Professional Teaching Standards (APTS), developing evidence and annotations.</p> <p>All staff participated in the Performance and Development Framework (PDF) and developed Professional Development Plans – reviewed, monitored, self-assessed and evaluated during the year.</p>	

Next Steps

As a result of data collected from 2016 Parent Questionnaire and Surveys we will examine further ways in which parents can be kept well informed of their child's learning and expected outcomes, especially in terms of assessment and reporting.

We will further extend the collaborative learning environment with parents and community members welcomed into classrooms to assist with teaching /learning programs. Parents and community members will continue to be encouraged to participate in Parent Workshops, Information Evenings, Learning Journeys, Grandparents Day, Welcome Back to School events and other school activities that promote the improvement of student learning outcomes.

Partnerships between schools will be further strengthened through the continuation of joint activity days to celebrate special days/events and to promote Public Education in the Bombala Community. Bombala Public School will host network meetings for the Monaro Education group (MEG) and the Learning and Support (LaST) Network and share the wonderful programs operating across the school. There will be continued participation in local and wider networks to enhance professional learning and teacher development, leading to improved outcomes for students and staff.

The role of Community Liaison Officer (CLO) will be continued in 2017 to further strengthen communication between school, home and the wider community. The CLO will also promote Public Education through developing displays for the shopfront Public Education Display and inclusion of articles in local media.

In 2017, sessions focusing on the requirements for Accreditation will continue. Staff will be provided with collaborative sessions to explore Accreditation – Proficient, Maintenance, Highly Accomplished and Lead Teacher Levels.

Staff will also continue to be coached and mentored throughout the PDF process during 2017. Each term formal meetings will be held between supervisors and teachers in order to review goals and refine self-assessment and also review evidence to support the achievement of goals. Time will also be made available for staff to carry out reciprocal teaching observations.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Norta Norta tutor employed in Term 2. (Students working with tutor left school – Term 3).</p> <p>Two staff members undertook Stronger Smarter Training.</p> <p>Stronger Smarter strategies shared with staff and students.</p> <p>Combined celebrations focusing on Indigenous culture held with Bombala HS and schools across the Monaro Education Group.</p> <p>Students across District Years 5,6 and 7 participated in Middle School Art activity with a renowned local Indigenous artist.</p> <p>Indigenous students progressing towards stage appropriate outcomes.</p>	\$12500
Low level adjustment for disability	<p>Student Learning Support Officers implemented interventions and adjusted programs in consultation with classroom teachers across Literacy and Numeracy.</p> <p>Identified students graduated from MultiLit Program. Identified students working towards and beyond Stage appropriate outcomes.</p> <p>Identified students working towards and beyond stage expectations</p>	\$70000
Quality Teaching, Successful Students (QTSS)	<p>PBL Program developed – matrices for non-classroom settings and PBL signage completed. PBL and KidsMatter representatives working together as a team – developed Action Plan to link PBL and Kids Matter and align it to the Student Management and Wellbeing Policy.</p>	\$3600
Socio-economic background	<p>Students participating in school based activities – school performances/visiting artists. Inclusion of all students in excursions.</p> <p>Employment of classroom teacher to release Teaching Principal to work with Student Management and Wellbeing and RFF role across the school.</p>	\$25500
Support for beginning teachers	<p>Completion of PBL external Coaching Network days – sharing data and resources. Beginning teacher to complete L3 Early Stage 1 training in 2017.</p> <p>Teacher liaised with teachers from the Monaro Network to develop skills, knowledge and further plans for the School PBL program.</p>	\$7850

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	56	58	52	55
Girls	72	74	73	69

Bombala Public School has maintained its enrolments over the past few years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	90.2	92.6	92.8
1	94.8	90.1	94.8	93.4
2	96.6	92.6	91.1	94.8
3	94.4	92.2	95.2	93.3
4	95.5	93.5	93.4	94.2
5	94.2	93.8	93.4	93.1
6	95.6	93.8	92.3	92.6
All Years	94.7	92.3	93.2	93.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is monitored through the use of data stored on SENTRAL software. SASS staff send home letters stating student absences along with a request for a note to be provided within seven days. Each term the school runs important information on school attendance and parental responsibilities in ensuring students attend school in the weekly newsletter.

Class sizes

Class	Total
KINDER	19
YEAR 1-2	21
YEAR 3-4P	22
YEAR 3-4B	22
YEAR 5-6C	21
YEAR 5-6R	19

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.55
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Counsellor	0
School Administration & Support Staff	1.92
Other Positions	0.15

*Full Time Equivalent

Bombala Public School has no Indigenous Staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Bombala Public School staff continued to maintain their professional development through participation in various courses strategically linked to the School Plan during the year. The continual updating of professional development ensures that our staff is current in their practices and has the skills to engage our students with

innovative teaching and learning pedagogy.

- We have continued with the Language, Learning and Literacy (L3) program which has benefited the Kindergarten, Year 1/2 and Year 3/4 classes. Two teachers have been engaged in this program which has supported significant improvements in student learning outcomes,
- Teachers across K–6 have undertaken modules of learning in Focus on Reading
- Two staff members undertook training as PBL Coaches and completed several Coaching Network Days.
- Two staff members also completed Kids Matter training to improve the delivery of student wellbeing aligned to PBL structures.,
- All staff completed mandatory training in the Performance and Development Framework,
- Principal participated in, local AECG Meetings, Teacher Accreditation Authority Training and Courses, Network Meetings and Collegial Meetings,
- SAM and Principal attended Understanding RAM courses,
- All teaching staff undertook specialist training in using SENTRAL for Student Wellbeing and Attendance,
- Administrative staff participated in SASS Network initiatives
- All Teaching Staff and SLSOs completed two day THRASS accreditation training
- Staff participated in the mandatory Code of Conduct course and update in Child Protection, e–Emergency Care, online Anaphylaxis Course and NCCD/DSE Learning modules,
- All staff completed training in using PLAN software to map student achievement
- Teaching staff and SLSOs undertook professional learning in Numeracy focusing on the Concrete, Practical and Abstract Model.
- In term 4, all staff updated their CPR training, along with Asthma and Anaphylaxis and Senior First Aid.

Income	\$
Balance brought forward	183 945.41
Global funds	192 635.06
Tied funds	168 246.73
School & community sources	67 149.65
Interest	4 450.82
Trust receipts	16 150.15
Canteen	0.00
Total income	632 577.82
Expenditure	
Teaching & learning	
Key learning areas	24 848.50
Excursions	39 854.53
Extracurricular dissections	29 113.43
Library	2 948.18
Training & development	7 673.05
Tied funds	176 925.36
Short term relief	20 749.86
Administration & office	44 549.66
School-operated canteen	0.00
Utilities	18 218.22
Maintenance	11 423.41
Trust accounts	16 150.15
Capital programs	1 260.00
Total expenditure	393 714.35
Balance carried forward	238 863.47

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

NAPLAN 2016 NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

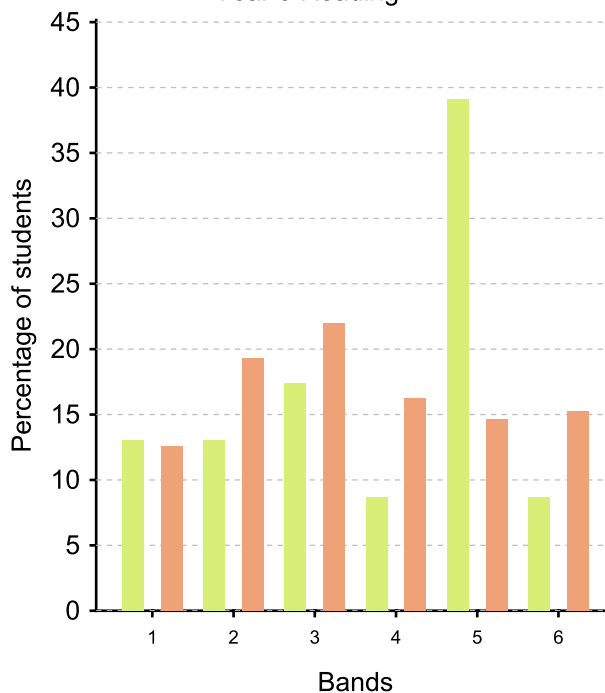
Our NAPLAN results indicate that 48% of our students were proficient (top 2 bands in NAPLAN) in Reading; 26% in Spelling and 44% in Grammar and Punctuation; and 30% in Writing. This year there was a significantly smaller percentage of students achieving in the lower bands and an increased number of students achieving bands in the middle range across all strands of Literacy. Growth across spelling (348.9 to 385.5), Grammar and Punctuation (361.1 to 402.1) and Writing (367.5 to 378.0).

NAPLAN Year 5 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Our NAPLAN results indicate that 6% of our students were proficient (top 2 bands in NAPLAN) in Spelling, and 18% in Grammar and Punctuation. As there is a larger percentage of students achieving in the lower bands in Reading, Spelling and Punctuation and Grammar these areas will be a focus in 2017.

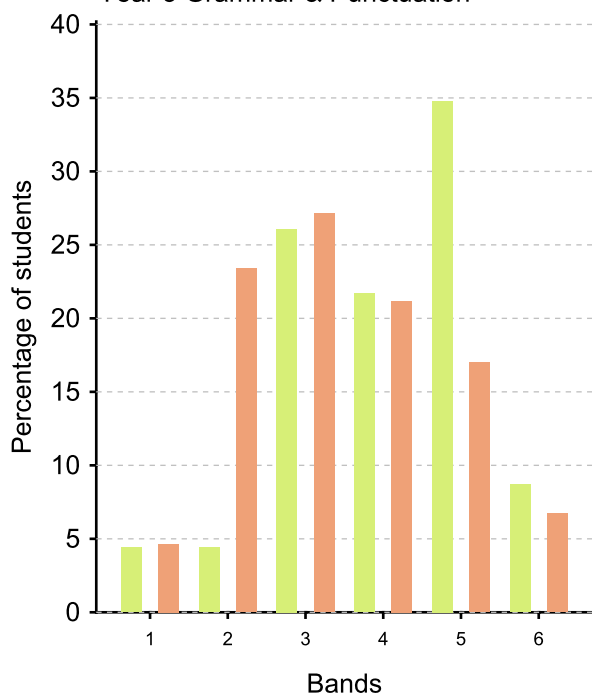
Percentage in bands:

Year 3 Reading



Percentage in bands:

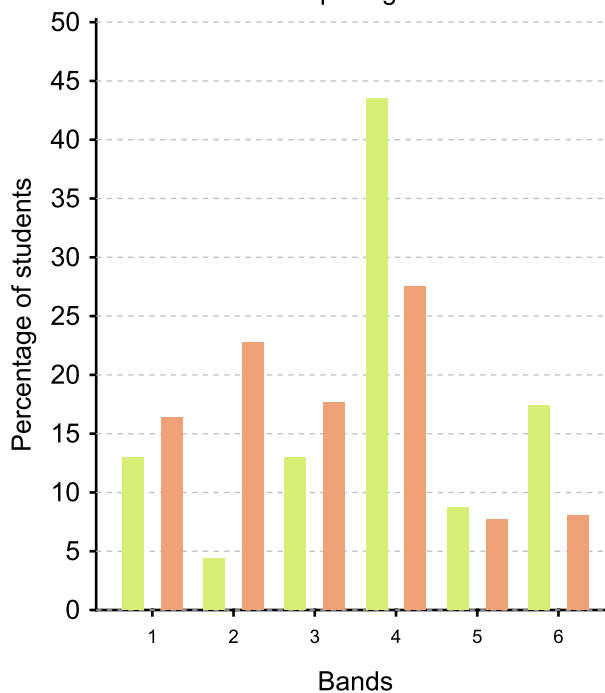
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

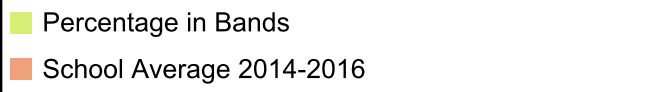
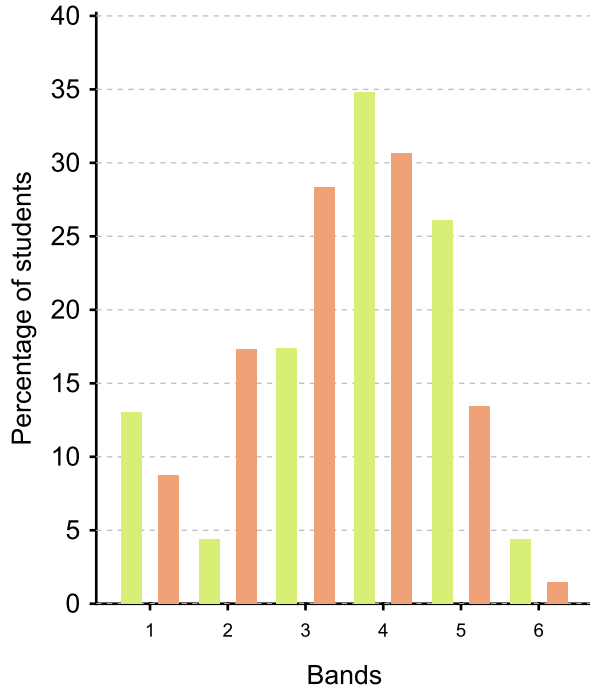
Percentage in bands:

Year 3 Spelling

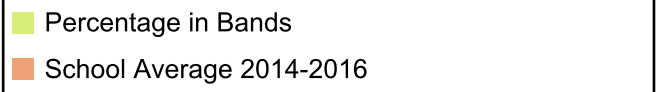
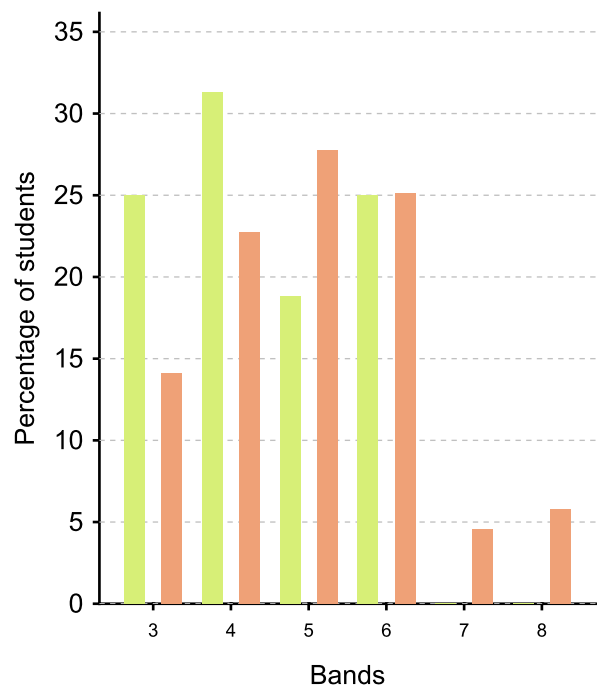


Percentage in Bands
School Average 2014-2016

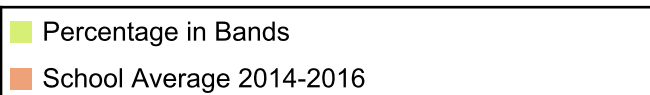
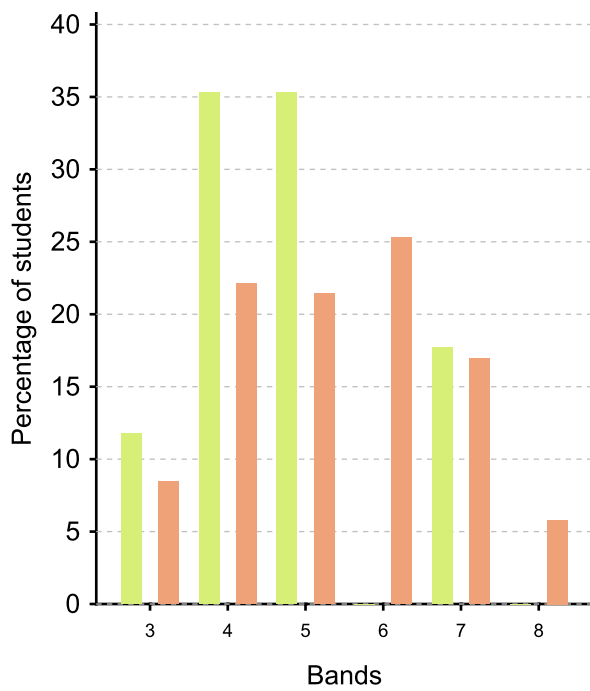
Percentage in bands:
Year 3 Writing



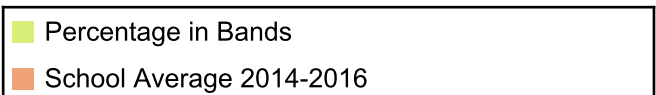
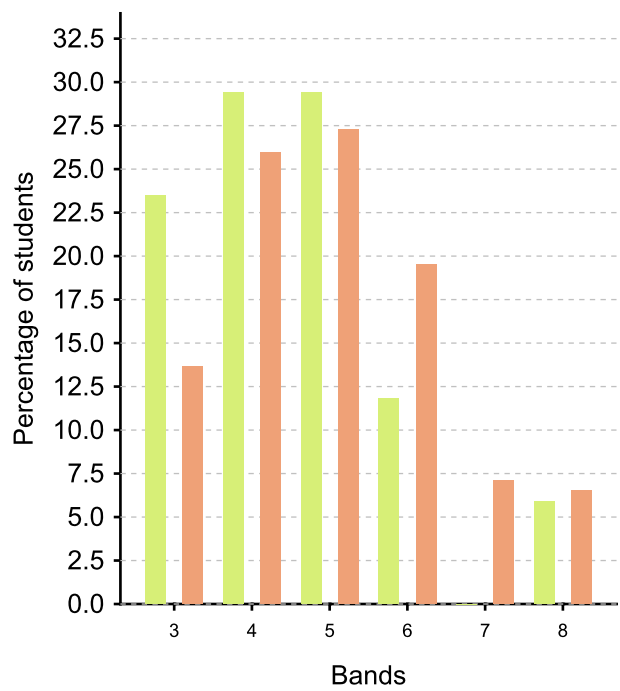
Percentage in bands:
Year 5 Reading



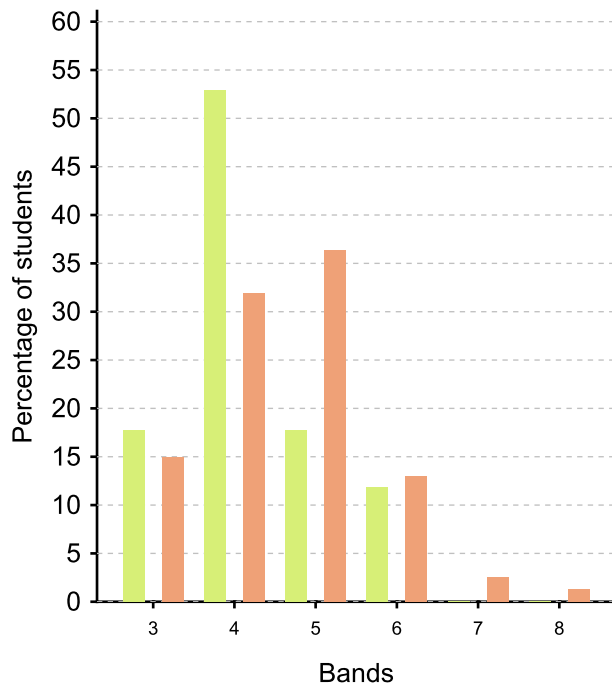
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

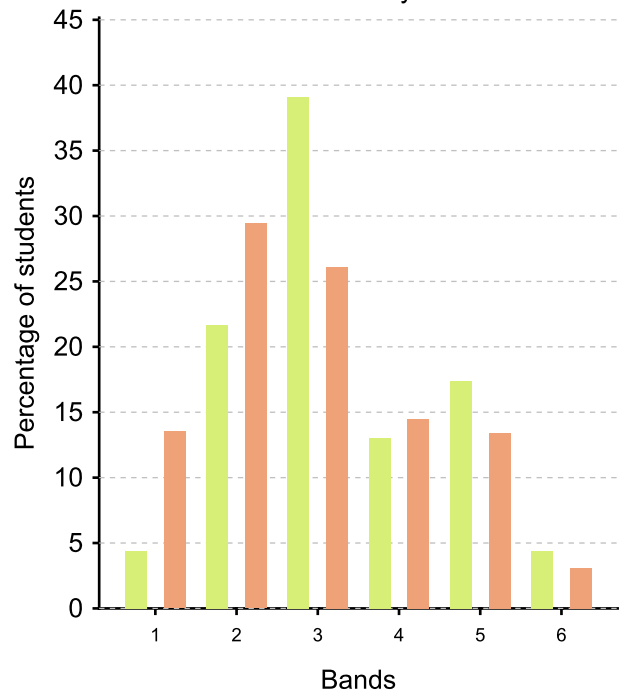


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

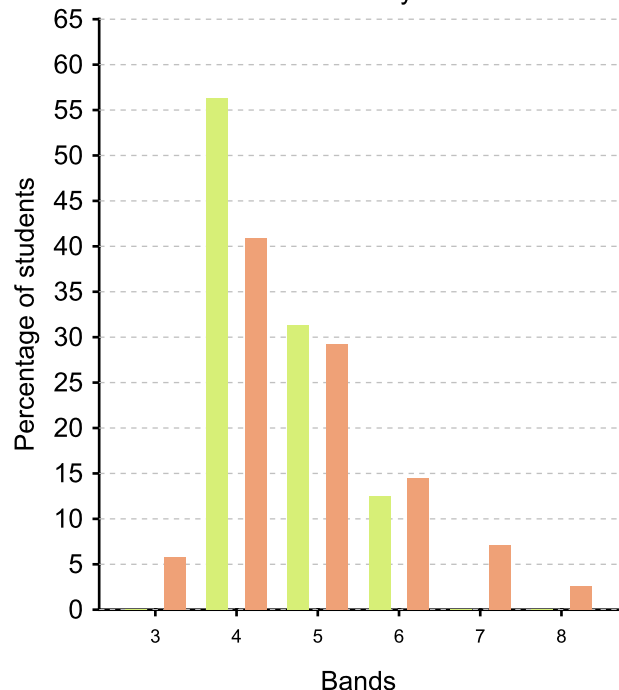
NAPLAN Year 3 – Numeracy

In Numeracy our school has 22% of students in the proficient band (top 2 bands in NAPLAN) and 52% in the middle bands – a significant improvement from 2015 NAPLAN results. Growth achieved in numeracy from 351.1 to 367.4.

NAPLAN Year 5 – Numeracy

In Numeracy our school has 44% of students achieving in the middle bands – similar to results achieved in 2015.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Student Results

In 2016 the school surveyed students regarding their feelings of how satisfied they are at Bombala Public School. Their responses are presented below.

Students believe:

- The school is friendly and all students are welcome,
- Teachers care about students and help them to do their best,
- The school teaches them how to get along with other people,
- Most students are well behaved and respectful,
- The school's rules are fair in the classroom and in the playground, and
- What they learn will be useful for the future.

Staff Results

In 2016 the school sought the opinion of teachers in regards to working at Bombala Public School. The questionnaires/surveys addressed the areas of Teaching and Learning, Student Management and Wellbeing; Communication, Community Partnerships and Participation; Management and Leadership. The responses of the staff who returned their questionnaires/surveys are presented below.

- 100% believe programs respond to students' interests, needs and abilities; that assessment processes provide information on students' strengths and areas for further development, and that they provide learning opportunities within a stimulating and secure environment; and that students have access to guidance/support to assist their learning.
- 100% believe the school cares about the students and the discipline is fair; that the school is a friendly school – tolerant and accepting of all students; that the Student Management and Wellbeing Policy ensures consistency and fairness; and that student welfare needs are reflected in the school's policies, processes and practices.
- 100% believe school planning documents are almost always or usually developed with the support of staff, parents and students; that the school knows its families and the community in which it serves; that parents support what is happening at school and are encouraged to contact the school to discuss concerns;
- 100% believe that the school is continually finding ways to improve what it does; and that it supports communication about students' learning between home and school.
- 88% believe the Strategic Plan guides school activity and that Strategic Directions and Milestones are identified through planned evaluation to improve student learning outcomes; that the schools planning processes are responsive to emerging needs; and that these are effectively supervised and supported.
- 88% believe leaders ensure that all groups within

the school community develop the schools statement of purpose; that staff, parents and students are encouraged to take leadership roles at the school, and that school leaders encourage teachers to reflect on their learning.

Parents Results

As part of the community consultation process, parents were invited to complete a Questionnaire which addressed the areas of Teaching and Learning, Student Management and Wellbeing; Communication, Community Partnerships and Participation; Management and Leadership. Forty percent (an increase of 8%) of parents returned their questionnaires. Their responses are presented below.

- 92% believe the school maintains a strong focus on Literacy and Numeracy; that teachers provide interesting and appropriate class activities suited to the needs and abilities of students; and that the school provides clear information about students' achievements through the school's reporting process.
- 92% believe that Bombala Public School has competent teachers who set high standards of achievement
- 96% believe that students are the school's main concern, that the school expects students to achieve to the best of their ability; that the needs of all students are met by the school; that the school has supportive welfare programs and that the school promotes and teaches core values.
- 100% believe that the school is a friendly school that is tolerant and accepting of all students.
- 96% believe that the school's planning processes are responsive to emerging needs and involve consultation; that the school encourages new students and their families to be involved in school activities, that the school is connected to its community and welcomes parental involvement; and that parents are encouraged to contact the school to discuss concerns relating to their child.
- 96% believe the school is continually looking for ways to improve its performance and that staff at the school are valued and supported.
- 96% believe that the school is well organised in terms of classes, programs and extra-curricular activities; that the staff are valued and supported; and that the school is continually finding ways to improve what it does.
- 92% believe the school regularly measures the success of its programs; that the school makes changes to its programs to improve outcomes; and that teachers undertake extra training to improve their classroom teaching.
- 100% believe the school leaders value the contribution of individuals and groups; that school leaders introduce changes that are good for the students; and that the school is always looking for ways to improved what it does.
- 96% believe school leaders have a positive influence on the school culture; that school leaders understand the school and get the best from staff and students; that school leaders inspire and motivate learners and are open to new ideas, and that school leaders accept

responsibility for the quality of student learning outcomes.

Parents were also invited to list positive aspects of our school. These included:

- the approachability of staff and principal who are welcoming and have an open door policy,
- a genuine caring for all children at the school and a safe nurturing environment where students are encouraged to do their best;
- friendly happy students who display a positive attitude to all activities;
- the school has a respectful and encouraging culture and parental involvement is encouraged and acknowledged;
- individuals are encouraged and rewarded for positive behaviour; academic, social and sporting achievement;
- the school creates an environment where learning is valued and all students learning needs are catered for,
- strong communication and the shop front display promoting the school and its activities,
- the school provides many sporting and extra-curricular opportunities especially quality excursions, and
- the school provides well balanced programs, support for students with special needs, excellent social opportunities, and a broad range of learning experiences.

Parents were also invited to list aspects to look at for future development in our school. These included:

- Parents identified that time constraints of working parents often hinder being able to become fully involved in school based activities throughout the working day;
- Further communication including open classrooms, open days, parent/teacher interviews, and more class updates ensuring there is sufficient feedback on what students are doing in class; and
- Providing more education on nutrition.

Policy requirements

Aboriginal education

Bombala Public School has approximately nine percent of our school population who identify as Indigenous. Aboriginal perspectives are addressed in all curriculum areas, as we promote student understanding and appreciation of the culture and history that relates to Indigenous Australia. During the year the local Aboriginal Educational Consultative Group (AECG) met and Bombala Public School hosted one meeting. The Bombala District held a Connecting Communities meeting with students, parents and community members in attendance. Some staff have been in-serviced in using of MGoals (a program to assist with developing Personal Learning Plans and to develop an understanding of Indigenous Culture). NAIDOC Week was celebrated with Bombala

High School. Years Five and Six students participated in a series of Video Conferences from the Australian Fossil and Mineral Museum on the Wiradjuri people of central NSW. Students who identified as Aboriginal had a day trip to Monaro High to participate in a significant NAIDOC celebration. A middle school day, shared with Bombala High School and Delegate Public School was focused on the Bundian Way Art Gallery at Delegate and art workshops with Pauline Syron-Coxson, a renowned Aboriginal artist.

Multicultural and anti-racism education

The school has placed significant emphasis on the delivery of programs which promote racial tolerance and harmony, and multicultural perspectives across the curriculum. The DEC calendar for cultural diversity was used in the classrooms to promote the acceptance of the cultural, linguistic and religious diversity of Australia. Students also entered art competitions to promote Harmony Day, developing greater understanding of our multicultural country and heritage.

Other school programs

K/1/2 Excursions

Students from Kindergarten, Year 1 and Year 2 travelled to Canberra to the Canberra Theatre Centre to see the circus performance "Carnival of the Animals". The show displayed acrobatic skills, acting performances, all while an interactive screen displayed images of city streets, jungle scenes and underwater environments. The students greatly enjoyed when the performers mingled with the audience. The day concluded with a visit to the National Arboretum.

In October, students from Kindergarten, Year 1 and Year 2 had a Sleepover at School. The Sleepover was designed to introduce students in the Infants grades to overnight excursions. After their arrival students set up their beds and had dinner before being treated to a movie and popcorn night. The children had breakfast before being picked up on Saturday morning.

Year 3/4 Excursions to Canberra

In Term 2 2016 all students in Years 3 and 4 at Bombala Public School attended the Canberra Theatre Centre's production of the '52 Storey Tree-House'. This production was a dramatic performance based on a much-loved children's book of the same name by Andy Griffiths and Terry Denton. It also complemented a Literacy unit on narrative texts and how authors use language devices, creative writing and humour to engage a reader. All students enjoyed the performance and for many the outing was a first to a theatre production. The students were a very appreciative audience and were fortunate enough to visit Questacon after lunch and interact with the many engaging scientific concepts on offer in the afternoon.

Year 3/4 students also attended an overnight excursion to Canberra in Term 4 enabling them to explore a range

of experiences and broaden their horizons.. This was a valuable time to experience staying away from home as well as visiting exciting venues in the national capital. Students engaged in tours and activities at Mt Stromlo Observatory, the Australian War Memorial, the Australian Institute of Sport, the Australian National Botanic Gardens and the St John's Schoolhouse Museum. The students also enjoyed social games and activities at Sky Zone and during our stay at Canberra's Bush Capital Lodge. The venues were chosen to reflect the outcomes in the Science, PDHPE, Geography and History syllabuses and provided students with an exciting, enjoyable and valuable shared experience with their peers in readiness for excursions in the senior years.

Year 5 Camp

The annual Year 5 Excursion to Cooba Outdoor Learning Centre took place in Term One, with all children participating. This is a camp that aims to develop independence and challenges children's persistence and resilience through a wide range of physical activities. There are wonderful opportunities for team building and self-discovery. The setting is close to Bombala (in fact within our own Local Government Area), however it allows children to be away from home for two consecutive nights.

Year Five also had a Term 4 trip to Canberra to the Australian Electoral Commission Education Centre, as well as Parliament House. This trip links closely to the History Syllabus.

Year 6 Melbourne Excursion

This annual Year 6 excursion takes place in October and involves a five day and four night trip to the Victorian capital. Year 6 children and staff from our Community of Schools attend. This program is part of our transition to high school program. While in Melbourne the children travel on public transport and visit many cultural and entertainment venues. There is also a day trip to Sovereign Hill in Ballarat which is heavily linked to the History Syllabus.

Visitors to the School and Community Participation

As Bombala Public School is a geographically isolated area, it is felt by both staff and the community, that student should be presented with as many opportunities as possible. During the year all students were able to participate in programs with visiting groups and performers, including Sam Derche – Storyteller, Valanga Khoza– an African Musician and Storyteller, Gerard Café – a Colonial Australian performer, Simon Clegg – motivational speaker, Taronga Zoomobile and Bourda Field Studies program and the Life Education Van. We also visited and participated in the Bombala Show, Clean Up Australia Day, Anzac Day, Remembrance Day and the Bombala Historic Engines Society Festival.

Instrumental Band Program

Bombala Primary School ran an incredibly successful band and music program in 2016. The band is divided

into a junior (beginner) and senior band, and also provides opportunities for both bands to play and perform together. Each student is given individual or small group tuition on the instrument of their choice, which entails learning to read music and how to assimilate into a band situation which promotes team building and collaborative skills along with supportive social interactions. At the end of 2016 the Bombala Public School Band presented an outstanding concert performance and raised much needed funds to support the ongoing maintenance of instruments and equipment.

Breakfast Program

The Breakfast Program has been developed to ensure that all children have access to breakfast every morning. There are many students who travel long distances to school therefore they eat breakfast at an early hour, while others attending school have not eaten at all. Research shows that children who eat breakfast are more able to concentrate on tasks.

Volunteer parents run the program along with assistance from senior student's. The students who volunteer are developing a sense of community and responsibility. We value the support of several business houses who generously donate goods to the program each year.

Public Speaking

The Principals' Public Speaking competition is run annually. Children in Year 6 from the Bombala Community of Schools are asked to prepare and present a three minute speech on a topic of their choice. Six children from our school are then selected to represent us in this competition. The Rotary Club of Bombala adjudicates this event along with the planning and organisation of the evening. Family members of the competitors are invited to attend. This year's winner was Zara Badewitz who truly connected with the audience. The encouragement award was presented to Jayda Ford. Both students were from Bombala Public School.

ANZAC Day / Remembrance Day

All students are invited to participate in the town's ANZAC Day March and primary students attend the Remembrance Day ceremony. The captains lay a wreath. On alternate years our captains are asked to recite the 'Ode to the Fallen'. At school a brief ceremony is held around the Australian flag with the infants children. Our children are always commended on their behaviour and solemn countenance.

Pinocchio

Our biannual school production for 2016 was 'Pinocchio'. The planning, preparation and delivery of this K–6 production occurs over two terms. The Infants classes performed a fifteen-minute introduction of dance and mime followed by the play which lasted about ninety minutes. All children and classes are involved. A dance teacher was employed and weekly lessons were undertaken. The main characters were chosen after auditions. Lighting and sound are major

components and this year in particular, the props and special effects were outstanding. Parents created and built the props, while teachers and children worked diligently to create a sensational performance which was delivered to the community at a dress rehearsal and then during a night time performance with a packed venue of over 400 in attendance.

National Young Leaders Conference

Each year attendance at this conference is offered to our senior students. Twelve students and their parents travelled to Sydney to hear speakers talk on leadership, their lives and being good role models. One of the aims of the conference is to inspire our students to make positive contributions to our school.

Peer Support Training

During Term 1 Year 5 and Year 6 students completed a two day Peer Support Leader Training course. During Term 2 these students led vertical groups through weekly sessions of Peer Support based on the theme "Living Positively – Optimism".

Skiing Program

The Skiing Program was conducted over three days where students in Years 2–6 participated in a fully supervised program offering two lessons per day and 'a hot lunch' on the mountain. The program was also offered to other schools in the Bombala Learning Community.