

Delegate Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Delegate 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.

Carol Sellers

Principal

School contact details

Delegate Public School

Campbell St

Delegate, 2633

www.delegate-p.schools.nsw.edu.au

delegate-p.School@det.nsw.edu.au

6458 8183

Message from the Principal

At Delegate Public School the students, staff and parents have continued to work in a caring environment where all parties are encouraged to take risks and learn together. 2016 was a successful year of learning for both the students and the staff.

The staff at Delegate Public School provides a well-balanced academic curriculum; teachers provide opportunities for students to develop physically and socially within and beyond the classroom. Parents, carers and the community play an essential role. Many give generously of their valuable time to be a part of the Parents and Citizens Association (P&C), the canteen, school fundraising and as volunteers to support students' learning as well as attending and supporting the many school events.

Our school provides students the opportunity to develop their interests and abilities by providing programs that encourage students to extend their skills and knowledge so that they may succeed at the highest level in academic, sporting, cultural and performing arts pursuits. The school aims to provide equity for all students. This year saw changes to the educational setting with 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 School Learning Support Officers to support classroom teachers and to implement specialised Literacy and Numeracy Programs.

Delegate Public School's priority is to strengthen our capacity to deliver a broad, high quality curriculum, which focuses on literacy, numeracy and engagement. The school embraces the belief that everyone needs to be in a happy and caring learning environment. Individual achievement, personal best, quality of work and involvement in a wide array of school programs is valued and encouraged.

Our school has a supportive parent community who has assisted us to provide a stimulating and welcoming learning environment. We have a commitment to maintaining and enhancing our relationship with parents, caregivers and the wider community.

Mrs Carol Sellers

Principal

School background

School vision statement

Our school fosters equity and excellence of opportunity in learning and life experiences for all students, staff, parents/carers and the wider community, irrespective of background or individual challenges.

Our values are **Respect, Responsibility and Safety**.

We encourage students to take responsibility for building essential skills in literacy, numeracy and future focused learning and to value themselves, their own learning success as well as developing empathy and respect for others. We will promote lifelong learning within a safe and harmonious environment which develops a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental and physical well-being.

We are committed to teach and promote knowledge, skills and understanding of multi-cultural, Aboriginal and environmental perspectives, in all learning experiences.

We will promote authentic positive partnerships with parents and the broader community to bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and well-being of young people and their families and provide opportunities for students' to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

School context

Our school operates in the context of a strong public education system. **Creating Futures Together 2015–2017** articulates three strategic directions and key reforms that are being implemented to support every learner in all NSW public schools.

Delegate Public School is a small rural school located since 1871 in a remote geographical area near the Far South Eastern NSW and Victorian border. It has expansive playing fields, an attractive heritage building for administration and library and contemporary classrooms. We have established our kitchen and garden facilities funded by the Stephanie Alexander Kitchen Garden Foundation. It provides an exceptional base for establishing an environment conducive to learning and for the development of pride in the school.

Delegate Public School provides an inclusive learning environment for both mainstream students and students with a disability. In 2016, the school has an enrolment of 31 students and two multistage classrooms. The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasizing quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross-curricular and extra-curricular learning experiences, to extend and enrich student learning. The school has a close and enduring educational partnership with its local community.

The school has a small, but highly committed, P&C Association whose members are actively encouraged to be involved in school decision making inclusive of the school's self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

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.

In the domain of Learning, our efforts are primarily being focused on differentiating the curriculum and personalized learning, assessment and reporting, and wellbeing. We are developing a stronger learning culture among staff, students and parents. Attention to individual learner needs has been another component of our progress throughout the year. Students were monitored, tracked and reported on, including detailed descriptors of their strengths and areas of growth using consistent assessment practice. Students with high learning needs are being identified early, and personalised learning plans are then developed in consultation with the Learning Support Team and parents. This partnership in education has been successful, and now needs to be extended to all students and their learning plans.

Teachers will set criteria for student assessment.

Apply 'HOW2Learn' principles to further develop and enhance our learning culture for the 21st Century.

Examine the structure of classes to explicitly use our areas of expertise so student outcomes are consistently achieved throughout the grade cohorts.

Our Teaching domain focused on 'Distinction'. Our strengths in this area are staff achieving attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession. Teachers work beyond their classrooms to contribute to broader school programs and share expertise.

Teachers will demonstrate content knowledge and teaching practice and rely on evidence-based teaching strategies.

The development of collaborative practices amongst staff members to facilitate professional learning in teaching strategies, the practice of data analysis to inform teaching and learning and effective evaluation of teaching practice to further engage students in learning at a higher level that is creative, innovative and imaginative.

Our Leading domain concentrated on being Dynamic in student wellbeing. We utilized a central system to record student data and all staff are more confident in its use and benefits.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Processes exist to deliver services and information and strengthen parental engagement.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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

Differentiation

Purpose

Purpose:

Every student is engaged and learning successfully to become a confident, competent, creative citizen and future leader.

To provide equitable personalized learning for our 21st Century learners by engaging in a differentiated quality curriculum based on rich and reliable data.

Overall summary of progress

In 2016 we initiated our Literacy Rotations, Kindergarten to Year 6. The students were placed into appropriate level groups with Kindergarten remaining as a single group. Each teacher has a 'specialised' area and was responsible for lesson preparation and accountability, for example, Mrs Bucholtz was responsible for Reading due to her L3 training; Ms Cottrell was responsible for Viewing and Mrs Coates for Speaking and Listening and so on. These small groups allowed for individual differentiation in achieving their outcomes. As with anything 'new' teething problems were addressed such as Student Reports, the logistics of each teacher writing their individual comments.

Our Early Stage 1 and Stage One teacher completed L3 training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>2016</p> <p>All students are within or beyond grade appropriate cluster on the literacy and numeracy continuums.</p> <p>Aboriginal Torres Strait Islander and students with Confirmed Disabilities (3) are meeting their goals/targets/outcomes as set on their Personalized Learning Plans and /or Individualized Learning Plans.</p> <p>50% of Kindergarten (8) students exit at instructional Reading Level 7 or above and independently writing 24 or more words;</p> <p>50% of Year 1 (2) students exit at instructional Reading Level 18 or above and independently write 5 sentences;</p> <p>55% of Year 2 (9) students exit at instructional Reading Level 22 or above and independently write 3 paragraphs;</p> <p>Using PROBE Reading and Comprehension assessment students in Years 3 to 6 all students reading and</p>	<p>Data indicates that most students are working towards appropriate we have identified as an area of concern.</p> <p>Targets were reviewed and some were met for example Reading levels. Progress has been made on social and behaviour goals. Students' independence is developing. For example, one student aged 10yrs and 5 months, using Waddington Reading data, in Semester 1 had a reading age of 6yrs and 2 months and by the end of Semester 2 had a reading age of 8yrs.</p> <p>One of eight kindergarten students did exit at Reading Level 7 and writing 24 words. Six students did exit at Reading Level 5/6 and one student Level 2.</p> <p>100% of Year 1 students did exit at Reading Level 18 and write 5 sentences.</p> <p>Four students in Year 2 did exit at instructional level Reading Level 22 and writing three paragraphs.</p> <p>Four students were at or beyond chronological age using PROBE Reading and Comprehension assessment.</p> <p>Eight students demonstrated growth from initial Numeracy Best Start Assessment to having achieved Early Stage One Outcomes.</p> <p>NAPLAN results were pleasing with proficiency attained in most areas.</p>	<p>SLSOs employed</p> <p>2563(Socio Economic)</p> <p>3970 (Aboriginal)</p> <p>2868 (Low Level Adjustment)</p> <p>42773 (Integration)</p> <p>27552 (Global Funds)</p> <p>0.4 (Hearing Itinerant Teacher)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>comprehension ages for fiction and non –fiction equal or are beyond that of their chronological ages.</p> <p>2016 Kindergarten class will demonstrate growth from initial Numeracy Best Start Assessment to having achieved Early Stage One outcomes indicated on the Numeracy Continuum K–10.</p> <p>100% (1 student) Year 3 (no enrolments in Year 5) to achieve proficiency in Reading, Writing and Numeracy NAPLAN .</p>	<p>Data indicates that most students are working towards appropriate we have identified as an area of concern.</p> <p>Targets were reviewed and some were met for example Reading levels. Progress has been made on social and behaviour goals. Students' independence is developing. For example, one student aged 10yrs and 5 months, using Waddington Reading data, in Semester 1 had a reading age of 6yrs and 2 months and by the end of Semester 2 had a reading age of 8yrs.</p> <p>One of eight kindergarten students did exit at Reading Level 7 and writing 24 words. Six students did exit at Reading Level 5/6 and one student Level 2.</p> <p>100% of Year 1 students did exit at Reading Level 18 and write 5 sentences.</p> <p>Four students in Year 2 did exit at instructional level Reading Level 22 and writing three paragraphs.</p> <p>Four students were at or beyond chronological age using PROBE Reading and Comprehension assessment.</p> <p>Eight students demonstrated growth from initial Numeracy Best Start Assessment to having achieved Early Stage One Outcomes.</p> <p>NAPLAN results were pleasing with proficiency attained in most areas.</p>	

Next Steps

Consolidate our different structure of delivery within our small school to explicitly teach Numeracy and Literacy to address inconsistency of growth in student cohorts.

Formalize K–6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.

Consistency of teacher judgment is developed through regular data and information collection.

Staff and students reflecting and reporting on the achievement of their own learning and professional goals.

Reviewing of the whole school editing code; Encourage self and peer editing strategies; Effective feedback on student writing–rubrics

All staff use PLAN for Numeracy and SENTRAL data for Literacy assessment and student welfare to identify students' outcomes, needs and achievements.

A Life Skills program developed and implemented for students with identified needs.



Strategic Direction 2

Distinction

Purpose

Best Practice in leading, teaching and learning to effectively build our capacity to deliver the best possible student outcomes.

With distinction, foster collective responsibility and develop professional practice to improve the learning, engagement and wellbeing of every student.

Overall summary of progress

Principal delivered 'How2Learn' Phase One Modules One, Two, Three and Four to the staff of Community of Schools.

Staff member completed Stage One training of L3.

Staff member achieved accreditation at proficient level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Implementation of NSW Professional Development continue L3 training and complete in 2016 .</p> <p>Principal to deliver 'How 2 Learn' to school community in association with Bombala High School staff.</p> <p>All teachers have evidence to demonstrate their progress and plans to map out their own development in their Performance and Development Plans.</p> <p>Continued implementation of mandatory NSW DEC Teacher Professional Learning.</p> <p>Beginning Teacher Professional learning mentoring, programming and release from face-to-face teaching is aligned with NSW DEC policy and procedures and evidenced in school practices and products. To finalise accreditation for beginning teacher.</p>	<p>This teacher completed Stage One Literacy, Language and Learning (L3) training.</p> <p>The Principal delivered one module of Phase One <i>How2Learn</i> with the High School staff. Then continued to deliver to Bombala and Delegate Public Schools Modules 2,3 and 4.</p> <p>100% of staff presented their Performance and Development Plans.</p> <p>We continued to implement mandatory Professional Learning.</p> <p>In 2016 one staff member's accreditation status was approved at Proficient Teacher level.</p>	<p>\$12000 Beginner Teacher allocation</p> <p>(2014–2016)</p> <p>\$5076 Teacher Professional Learning</p>

Next Steps

Continue to deliver 'How 2Learn' modules and implement strategies in the classroom such as Growth Mindset.

Review and update teaching staff Personal Development Plans.

Non teaching staff required to complete Personal Development Plans in 2017.

Continue implementation of mandatory professional learning.

Formal and informal classroom observations and structured feedback sessions developed, timetabled and evident for teaching staff.



Strategic Direction 3

Dynamic

Purpose

Student outcomes and wellbeing are enhanced by effective systems and dynamic School and Learning Communities.

To further enhance positive and caring relationships with the school community to identify need and drive a continuous improvement agenda.

Embed a collaborative and sustainable culture across our Learning Communities to ensure high quality educational outcomes and shared professional responsibilities and accountability.

Overall summary of progress

We did increase our community participation in school/community information sessions and workshops and also there was a further increase in the participation of fundraising events. The school continued to provide regular opportunities to showcase positive student achievements through assemblies, newspapers and the website. We attended collaborative events within our community of schools such as STEM and Middle School and Transition activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
SENTRAL for Learning and Support and PBL data.	All staff have become proficient at entering data. Reviewing and updating as required.	\$5076 Teacher Professional Learning
Increased community participation in school/community information sessions, workshops and maintaining the increased participation in fundraising events.	Eleven parents attended the Literacy lessons. Six families attended the THRASS workshop.	\$4542 Computer Coordinator
Strong school financial and management systems, support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.	The P&C assisted financially in many ways including \$2000 to the Stephanie Alexander Kitchen Garden Program and construction of sandpit cover.	
School and P&C financial goals for school environment are met annually.		

Next Steps

Next year we will revise our PBL structure.

Over the next year we need to investigate and implement better practices and processes to promote more effective engagement with the school community and opportunities for feedback about the school's strategic directions.

A whole school evaluation and consultation schedule embeds the elements of the School Excellence Framework to be further developed and implemented across a four-year cycle.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have an Individual Learning Plan (ILP) in consultation with parents/carers; and are making progress across the Literacy and Numeracy continuums.</p> <p>Inclusive program for all students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages.</p>	\$3970
Low level adjustment for disability	<p>Employ School Learning Support Officers to work with targeted students.</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Students with a diagnosed disability have Individual Education Plans (IEPs) written in consultation with parents and carers. IEP's cater for the numeracy, literacy, behavioural, social and emotional needs of students.</p>	\$2868
Socio-economic background	<p>Employ Support Learning Officers to work with students.</p> <p>Provide access to excursions and resources.</p> <p>Identified students supported in literacy and numeracy to achieve expected growth, in number and reading.</p> <p>Students accessed programs designed to engage and develop their potential.</p>	\$2563



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	17	15	14
Girls	14	14	15	17

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.7	94.3	93.1
1	95.3	95.4	97.1	89.7
2	97.4	97.1	91.8	96
3	96.9	91.8	96.7	88.8
4	95.5	97.8	95.6	94.6
5	94	89	98.5	
6	95.8	93.9		91.2
All Years	95.9	95.8	96	93.2
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	
6	94.1	94.2		93.4
All Years	94.7	94.8	94	94

Management of non-attendance

A parent or carer can choose to write a note, telephone, email or return the absent proforma within two days. If no contact has been made within two days of the child being absent then the school will make contact with the parent or carer. Once the child does return to school, parents/carers have seven (7) days to explain the absence. The Department is demanding we adhere strictly to these guidelines.

Class sizes

Class	Total
K12	22
3456	14

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.89
Other Positions	0.41

*Full Time Equivalent

Teacher qualifications

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

Professional learning and teacher accreditation

Delegate 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 and Year 1/2. Our K12 teacher has been engaged in this program which has supported significant improvements in student learning outcomes. This teacher completed Stage One Literacy, Language and Learning (L3) training.

Principal participated in local AECG Meetings, Teacher Accreditation Authority Training and Courses, Network Meetings and Collegial Meetings.

In 2016 one staff member's accreditation status was approved at Proficient Teacher level.

SAM and Principal attended Understanding RAM courses.

All staff completed mandatory training in the Performance and Development Framework,

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,

In Term 4, all staff updated their CPR training, along with Asthma and Anaphylaxis and Senior First Aid.

One staff member was the recipient of the Every Student, Every School: Learning and Support Sponsorship. This scholarship assists the teacher in gaining a post graduate, masters level qualification for teaching students with additional learning and support needs.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	91 263.76
Global funds	91 766.74
Tied funds	69 784.39
School & community sources	13 690.77
Interest	1 911.78
Trust receipts	5 513.40
Canteen	0.00
Total income	273 930.84
Expenditure	
Teaching & learning	
Key learning areas	11 040.92
Excursions	4 540.35
Extracurricular dissections	51 429.41
Library	60.00
Training & development	371.26
Tied funds	64 959.23
Short term relief	9 868.77
Administration & office	27 413.90
School-operated canteen	0.00
Utilities	11 011.05
Maintenance	4 045.90
Trust accounts	3 363.09
Capital programs	1 353.44
Total expenditure	189 457.32
Balance carried forward	84 473.52

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 Literacy results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average progress information should not be reported if results are available for less than 10 students.

NAPLAN Numeracy results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average progress information should not be reported if results are available for less than 10 students.

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.>

Parent/caregiver, student, teacher satisfaction

In 2016 we initiated our Literacy Rotations, Kindergarten to Year 6. The students were placed into appropriate level groups with Kindergarten remaining as a single group. Each teacher has a 'specialised' area and is responsible for lesson preparation and accountability, for example, Mrs Bucholtz is responsible for Reading due to her L3 training; Ms Cottrell is responsible for Viewing and Mrs Coates for Speaking and Listening. Once the groups were established, we invited parents, offering several session times, to visit the classroom so their understanding of the changes would be enhanced.

Eleven of our eighteen families, 60%, attended the Literacy Rotations. They were invited to complete a Feedback Response. Some were more content with verbal responses.

The response included – Three words to describe the groups: informative(2), level appropriate, progressive, covers curriculum thoroughly; fun/interactive; builds social skills, hands on and engaging.

Comments:

So glad that I took the time to visit today; Thanks for having us at the school; students able to speak out individually in groups; smaller groups and intimate learning; timed – controlled / disciplined sessions = maximum learning; kids seemed happy, enjoying activities; They are a great way of taking on different projects. I like the different teaching styles – it helps the kids later on. The rotations are great.

Most verbal responses were positive. One parent was concerned with the THRASS approach to Spelling. Later in the term, we conducted an information workshop about THRASS. There were ten participants. They appeared to have a better understanding after attending the workshop.

100% of the teachers enjoyed working with the smaller groups as they could do more explicit teaching, more time to prepare and to know each student's strengths and challenges.

Using The Tell Them From Me Survey (Years 4–6) 100% of students in this school valued School Outcomes. 83% of students in this school were interested and motivated.

Students rated Rigour 7.9 out of 10, that is, find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.



Policy requirements

Aboriginal education

Delegate Public School has approximately sixteen 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. A middle school day, shared with Bombala High School and Public School was focused on the Bundian Way Art Gallery at Delegate and art workshops were conducted with Pauline Syron-Coxson, a renowned Aboriginal artist.



Multicultural and anti-racism education

The students develop understandings, attitudes, values and knowledge of multiculturalism through integrated units of work. The units focus on the cultural acceptance and respect of personal differences and promote tolerance.

Teachers' culturally inclusive practice encompasses both curriculum content and pedagogy. It ensures that the materials and examples used in teaching and learning activities avoid prejudice and challenge stereotypes.

Other school programs

Focus on Positive Behaviour for Learning

The Positive Behaviour for Learning (PBL) framework continued to underpin school policy in 2016. This approach is based on prevention and intervention, and is a key focus in the schools Strategic Plan 2015–2017. Targeted weekly lessons centred on three key values – respect, responsibility, safety. This saw students engage in lessons concentrating on the development of a positive learning environment and their wellbeing.

Teddy Bears Picnic Excursion

During Term One students from Kindergarten, Year One and Year Two went on a Teddy Bears' Picnic to Bombala Public School. The excursion was a joint initiative between the two schools and was designed as an opportunity for the students to meet their buddy classes. The day consisted of rotational activities and concluded with a picnic lunch with new friends. The lessons for the day focused on bears and aligned with the classes integrated unit.

ANZAC Day / Remembrance Day

All students are invited to participate in the town's ANZAC Day March and the Remembrance Day ceremony. The leaders, Brigid, Jayden and Bowen recited the prayers and laid a wreath. Our

children are always commended on their delivery, behaviour and solemn countenance.

The Men From Snowy River Centenary

In September all students and staff attended a commemorative event for The Men From Snowy River March. The special occasion was held at the School of Arts in Delegate and included an audio/visual presentation by a participant of the re-enactment March. This was followed by a variety of educational tasks whereby students explored the history of the event 100 years on.

Olympic Games

The Rio Olympic Games provided an engaging platform for students to participate in topical lessons across all Key Learning Areas. Both classes completed integrated units focusing on the topic including emailing competitors and developing PowerPoint presentations. The lessons culminated in a whole school Olympics Day that included a Brazilian-themed kitchen lesson and team sporting activities.

Carnival of the Animals – Canberra Excursion

In Term Three the whole school went on an excursion to Canberra to see the highly acclaimed stage show, Carnival of the Animals. Trip highlights included a visit to Canberra Theatre Centre, lunch at the National Arboretum Canberra and a play on their nature-themed Pod Playground.

Pambula Swimming Excursion

Years 2,3,4 and 6 classes attended an excursion to Pambula in Term 3. This excursion was planned to supplement Positive Behaviour Learning, PE Health PD, Literacy and Numeracy. The students participated in four swimming lessons and visited the aquarium. We stayed in cabins and enjoyed the beach activities.

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. Brigid Dunn represented our school. 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.

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.