

# Bombala Public School

## Annual Report



2017



1288

## Introduction

The Annual Report for **2017** 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.

Jo Tozer

Principal

### School contact details

Bombala Public School

8 Bright St

Bombala, 2632

[www.bombala-p.schools.nsw.edu.au](http://www.bombala-p.schools.nsw.edu.au)

[bombala-p.School@det.nsw.edu.au](mailto:bombala-p.School@det.nsw.edu.au)

6458 3423

### Message from the Principal

The 2017 school year has been very busy and productive with numerous achievements and memorable moments. The school remains committed to providing the best possible education for our students through strategic planning, focussed staff professional development, innovative teaching and learning practices and the targeted resourcing of school programs. 2017 has seen the school reap the rewards from Gonski funding, or as our system refers to it, equity funding. This continued injection of funding based on school complexity, has enabled the strategic allocation of funding to support students with the greatest need. Funding has been used to engage teaching staff and learning and support officers to work in specialist roles across the school to support students with additional learning needs, including students from non English speaking backgrounds; for teacher professional development and; for the acquisition of student learning resources. The impact of this funding is extremely positive as decision making at the local level has enabled the school to allocate funding to where it is needed most. Teacher professional learning continues to be a primary focus of school operation and expenditure. Regular training days to support the teaching of literacy and numeracy enable teachers to hone their classroom practice to ensure that the children are provided with quality learning experiences. This year, teaching staff have been actively engaged in programs such as HOW2Learn, Focus on Reading and Language Learning and Literacy or L3, together with a continuation of collaborative learning activities that promote quality teaching and learning. The development of student abilities to be 21st century learners is at the forefront of school educational programs. The implementation of English, Mathematics and Science and Technology syllabuses, and now Geography and History syllabuses, firmly throws the spotlight on 21st century learning. The integration of technology into student learning programs at Bombala Public is evidence of the need to embrace 21st century expectations. Class sets of laptops means that all students have regular and flexible access to these technologies to enhance learning opportunities and student technology skills. Many educational experiences have been on offer this year for the students. PSSA sports and gala days, Education Week activities – Science based, band and singing, visits from the Australian National University and University of Wollongong, Aboriginal days of commemoration and celebration and excursions to Canberra, Melbourne and locally, not to mention visits by travelling performances, are examples of the extra-curricular activities that students have benefited from and thoroughly enjoyed. Our school has pleasure in being able to provide these opportunities to our students in an endeavour to develop them in a holistic way. Bombala Public School sincerely values the support that is made on a daily basis by parents and carers. The support provided with home learning programs, helping in classrooms and with breakfast club, and with attendance at special days is genuinely appreciated and is an indication of the partnership that exists between the school and its parent community. The students and staff are deeply grateful to the P&C association for the work that this organisation does in providing both financial and physical support to the school. Thank you to the teaching staff and the office and support staff who work tirelessly and show such great commitment towards their roles and in the care that they consistently demonstrate for the students. I look forward to working positively with all to ensure that the school continues to strive to be a dynamic, engaging and innovative place of learning as we move forward in 2018.

## 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.

Across the domain of Learning Bombala Public School has focused on quality teaching and professional practice which is evident in every learning environment. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. There are positive and respectful relationships across the school community which underpin a productive learning environment, and support students' development of strong identities as learners. (Excelling)

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. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. (Excelling)

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. (Excelling)

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Assessment data used to monitor achievements and gaps in student learning are used extensively, to inform planning for particular student groups and individual students. (Excelling)

Most students are at or above minimum standards on external performance measures. Students are showing expected growth on internal school performance measures. (Delivering)

Across the domain of Teaching Bombala Public School teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. (Sustaining and growing)

Assessment instruments are used regularly 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. (Sustaining and growing)

Teachers collaborate to ensure consistency of curriculum delivery, including strategies for differentiation. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. (Excelling)

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. (Sustaining and growing)

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. (Sustaining and growing)

Across the domain of Leading the school solicits and addresses feedback on school performance. The school has productive relationships with external agencies such as universities (ANU and UoW) and community organisations to improve educational opportunities for students. (Sustaining and growing)

There is 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. (Sustaining and growing)

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer term financial planning is integrated with school planning and implementation processes. (Excelling)

Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement. (Excelling)

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 continued to formalise 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. Classroom teachers along with the Learning and Support Teacher completed Personalised and Individualised Learning Plans for students with identified academic, physical and social needs. Personalised Learning Plans were also developed for Indigenous students. 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 and Mathematics. Early Stage 1 and Stage 1 teachers continued to complete L3 training, consolidating knowledge from 2016 training programs. Focus on Reading (FoR) was delivered to staff by teachers who had undertaken professional development in 2015. Staff once again worked through the Super Six strategies to be implemented to improve reading and comprehension K–6. All staff undertook specialist training (2 days) in Mathematics examining the Concrete, Practical and Analytical Math Model. This provided the basis for developing a booklet of ready to go activities for all strands of Math across K–6. Unfortunately, this was not completed in 2017 and will be highlighted for completion in 2018.

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 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>	\$16 000	<p>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 the encouragement award.</p> <p>Aboriginal funding was used to support programs for Indigenous students – who achieved at or above Stage expected outcomes in school based assessments. Above state average for attendance was noted for Indigenous students</p> <p>All staff tracked student progress on Literacy continuum using PLAN software.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		<p>All students benchmarked in Reading and identified with programs to develop skills in Literacy and improve their 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>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 and implemented for grades K–6.</p> <p>Formal Learning and Support (LST) meetings held weekly where students with identified needs were monitored and reviewed.</p> <p>Teachers implemented the History and Geography scope and sequences along with 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 plus NAPLAN data to target students and develop programs for 2018.</p>

## Next Steps

Professional learning for all staff will continue in 2018. After analysing data from 2017 NAPLAN further PL will target reading, spelling, writing 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, programs and resources.

To improve student reading and spelling outcomes the THRASS program in conjunction with the PEG spelling will be extended across Years K–6. Further review of how to implement the program will occur through a professional learning session in Term 1.

In 2018 we will review the Quality Teaching Model and focus explicitly on how we teach and what we can do to improve practice and student outcomes.

In 2018 the focus will be on quality teaching and learning programs and the fulfilment of programming requirements as per NESA, especially monitoring assessment and evaluation.

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

There will be a focus on basics – phonemic awareness, reading, spelling and maths skills. Homework will also include the basics of reading and learning times tables.

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.

Staff will undertake professional learning in Mathematics focusing on areas for development. They will work collaboratively to complete – a series of teaching/learning activities using the CPA (Concrete, Practical and Abstract) Model commenced in 2017.

In line with the new Literacy and Numeracy Strategy staff will also undertake professional learning in understanding the Learning Progressions and Effective Reading Instruction in the Early Years.

LST will develop a new record /profile sheet to monitor student progress starting with Best Start data through to the end of Year 6.

## 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 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 was linked on SENTRAL program. Data recording systems were refined to include both positive and negative incidents using SENTRAL computer program. The whole school PBL approach was formally launched and was shared via a shopfront window display with the wider Bombala community.

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. Parents, grandparents and community members enjoyed the opportunity to visit open classrooms, participate in a student learning journey and celebrate grandparent's day. Students also presented a music performance to celebrate Seniors Week. More days are planned for 2018.

The Community Liaison Officer position was extended to prepare articles and displays regarding events and points of interest to promote Bombala Public School and Public Education. School promotion has been extended to the development of a very successful Facebook page, articles in the local and surrounding media and school displays.

Students were provided with significant and extensive extracurricular activities. All students 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, touch football and basketball; PSSA carnivals, Life Education Programs, visits to the theatre and participating in programs presented by visiting artists and performers.

As a continued 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 ICT 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 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Student attendance will increase from 92% (2014) to 95% average (from 2015 to 2017).</li><li>• 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.</li><li>• Survey data indicates 100% of staff understand and have the confidence to implement the</li></ul>	\$14 000	<p>Staff participated in PBL workshops and delivered lessons to explicitly teach expectations and values in non-classroom setting. Staff, students and parents completed Tell Them from Me (TTFM) surveys.</p> <p>As part of the National Day of Action against Bullying staff presented anti-bullying sessions for all students. Student leaders participated in the White Ribbon Day event with Queanbeyan Network Schools to promote the message of zero tolerance to domestic violence.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every Student Every School reform and National Disability Data Collection(NDDC).		<p>Staff participated in PBL workshops and delivered lessons to explicitly teach expectations and values in non-classroom setting. Staff, students and parents completed Tell Them from Me (TTFM) surveys.</p> <p>As part of the National Day of Action against Bullying staff presented anti-bullying sessions for all students. Student leaders participated in the White Ribbon Day event with Queanbeyan Network Schools to promote the message of zero tolerance to domestic violence.</p>

## Next Steps

In 2018 we will continue to improve the learning outcomes for all students in our school. The PBL program will be extended to include a classroom matrix across the school with all teachers explicitly teaching strategies in these settings. A new acknowledgement of behaviour system will be implemented to reflect the values of PBL. The PBL 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 well being 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 extended 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 and attendance/consultation with members of the local AECG. Strategies from the Stronger Smarter program will continue to be further implemented 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.

### 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

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 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 supporting their own professional learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Improved parent collaboration and participation in school activities and programs.</li><li>• A supportive school community evidenced by an increased number of parents attending P&amp;C meetings, assemblies and community events/fundraisers.</li><li>• Staff attainment of professional learning goals and teaching requirements, as measured in their Professional Learning and Performance Development Plans.</li><li>• Staff attending meetings P&amp;C, LST, DaBBS, MEG Network, Transition, PPA and AECG Meetings.</li><li>• Local Aboriginal History and stories and evident on the MGoals and school web site</li></ul>	\$5 345	<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 curriculum 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 feedback was gained from parents, students and staff.</p> <p>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 and Support Teacher Network (LaST).</p> <p>All staff participated in induction programs – WH&amp;S and school programs and systems.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Improved parent collaboration and participation in school activities and programs.</li> <li>• A supportive school community evidenced by an increased number of parents attending P&amp;C meetings, assemblies and community events/fundraisers.</li> <li>• Staff attainment of professional learning goals and teaching requirements, as measured in their Professional Learning and Performance Development Plans.</li> <li>• Staff attending meetings P&amp;C, LST, DaBBs, MEG Network, Transition, PPA and AECG Meetings.</li> <li>• Local Aboriginal History and stories and evident on the MGoals and school web site</li> </ul>		<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 2017 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. Staff will develop an Assessment and reporting Schedule to ensure parents are well informed of their children's progress and achievement through both written reports, interviews and learning journeys.

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 (Science Week, STEM Days, Gala Sports days) and to promote Public Education in the Bombala Community. Bombala Public School will host network meetings for the Monaro Education group (MEG), 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 2018 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, the growing of the school Facebook page and the development of a new Website.

In 2018, 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.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7 651	<p>Stronger Smarter initiatives being implemented across the school.</p> <p>Combined celebrations focusing on Indigenous culture held with Bombala HS and schools across the Monaro Education Group.</p> <p>Students across District in Years 5, 6 and 7 participated in Middle School Art activity with a renowned local Indigenous artist. Also a strong focus on history, storytelling and culture.</p> <p>Indigenous students at or above stage appropriate outcomes in school based assessments.</p> <p>SLSO employed to provide support for Indigenous students in Literacy.</p>
<b>Low level adjustment for disability</b>	\$70 890	<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 MiniLit Program.</p> <p>Identified students working towards and beyond Stage appropriate outcomes.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$9 853	<p>PBL Program developed –matrices for non–classroom settings and PBL signage completed. PBL team aligning expectations to the Management and Wellbeing Policy.</p> <p>QTSS funds also used to engage a specialist STEM/ICT teacher to develop skills, knowledge understanding of both teachers and students.</p>
<b>Socio–economic background</b>	\$82 151	<p>Students participating in school based activities – school performances/visiting artists. Inclusion of all students in excursions.</p> <p>SLSO support provided to implement social skills as well as academics based specialist programs to support growth for those students identified with needs.</p>
<b>Support for beginning teachers</b>	\$4 500	<p>Completion of PBL external Coaching Network days – sharing data and resources. Beginning teacher completed L3 Early Stage 1 training in 2017.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	58	52	55	48
Girls	74	73	69	60

Bombala Public School has tried to maintain enrolments, however 2016 saw a large cohort of Year 6 students move to High School and only a small number of Kindergarten children were enrolled for the 2017 school year.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.2	92.6	92.8	94.6
1	90.1	94.8	93.4	92.3
2	92.6	91.1	94.8	93.4
3	92.2	95.2	93.3	93.5
4	93.5	93.4	94.2	90.8
5	93.8	93.4	93.1	89.5
6	93.8	92.3	92.6	90.1
All Years	92.3	93.2	93.4	91.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance is monitored through the use of data stored on SENTRAL software and EBS. SASS staff send home emails each week stating student absences along with a request for a note to be provided within seven days. This has resulted in 100% of absence notes being returned. Each term the school runs important information on school attendance and parental responsibilities in ensuring students attend

school in the weekly newsletter and on the School Facebook page.

### Class sizes

Class	Total
K/1	19
YR 1/2	20
YR 3/4	24
YR 4/5	24
YR 5/6	26

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.61
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0.5
School Administration & Support Staff	1.92
Other Positions	0

\*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	0

### 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 and Year 1/2,
- Teachers across K–6 have undertaken modules of learning in Focus on Reading,
- Two staff members undertook PBL training. Two staff members continued to attend PBL Coaches Network training each term, along with two days updated Classrooms training,
- All staff completed mandatory training in the Performance and Development Framework,
- SAM and Principal attended training for the implementation of the SASS PDF,
- Principal participated in, local AECG Meetings, Teacher Accreditation Authority Training and Courses, Network Meetings and Collegial Meetings,
- SAM and Principal attended Understanding RAM courses,
- SAM, SAO and Principal attended training sessions for the introduction of LMBR
- All teaching staff undertook specialist training in using SENTRAL for Student Wellbeing and Attendance,
- Administrative staff participated in SASS Network initiatives
- 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,
- 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
- One temporary staff member earned Accreditation at Proficient status.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Bombala Public School as a rurally isolated school has employed a Rural and Remote Teacher to fill casual relief during the past two years. At this time the school has not been billed for the teacher days and therefore is holding funds aside for two years of casual teacher use.

Receipts	\$
<b>Balance brought forward</b>	<b>238,863</b>
Global funds	99,004
Tied funds	97,645
School & community sources	17,037
Interest	1,750
Trust receipts	2,944
Canteen	0
<b>Total Receipts</b>	<b>218,381</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	10,563
Excursions	12,783
Extracurricular dissections	8,841
Library	742
Training & Development	10,003
Tied Funds Payments	65,920
Short Term Relief	8,805
Administration & Office	25,062
Canteen Payments	0
Utilities	8,160
Maintenance	20,069
Trust Payments	41
Capital Programs	0
<b>Total Payments</b>	<b>170,988</b>
<b>Balance carried forward</b>	<b>286,256</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.



	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	518,438
Appropriation	466,386
Sale of Goods and Services	1,236
Grants and Contributions	49,954
Gain and Loss	0
Other Revenue	0
Investment Income	862
<b>Expenses</b>	-223,847
Recurrent Expenses	-223,847
Employee Related	-129,720
Operating Expenses	-94,127
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	294,590
<b>Balance Carried Forward</b>	294,590

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,071,401
Base Per Capita	18,950
Base Location	67,812
Other Base	984,638
<b>Equity Total</b>	161,309
Equity Aboriginal	7,651
Equity Socio economic	82,151
Equity Language	616
Equity Disability	70,890
<b>Targeted Total</b>	54,270
<b>Other Total</b>	61,188
<b>Grand Total</b>	1,348,168

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

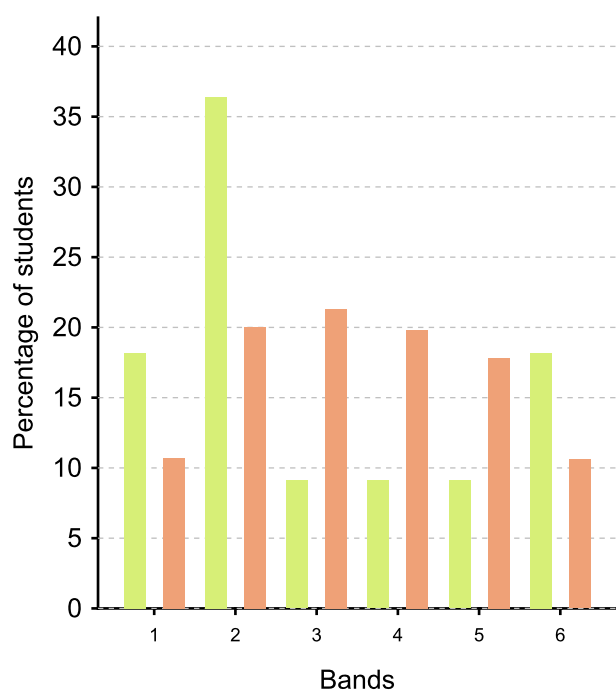
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) This year we had a small cohort of Year 3 students. Our NAPLAN results indicate that 9% of our students were proficient (top 2 bands in NAPLAN) in Reading; 27% in Spelling and 27% in Grammar and Punctuation; and 9% in Writing. There was a higher percentage of students in the middle bands for Reading and Writing.

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

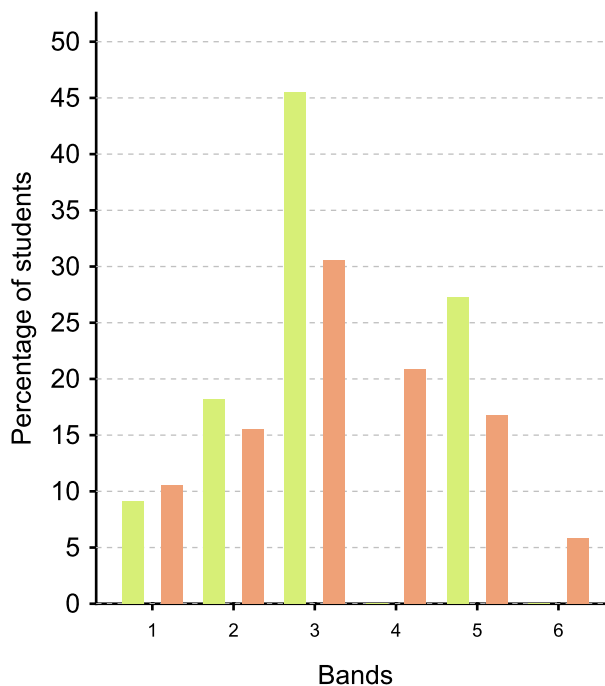
Our NAPLAN results indicate that 15% of our students were proficient (top 2 bands in NAPLAN) in Reading and Spelling and 25% in Grammar and Punctuation. Students in Year 5 scored a higher percentage in the middle bands for Grammar and Punctuation and Writing.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



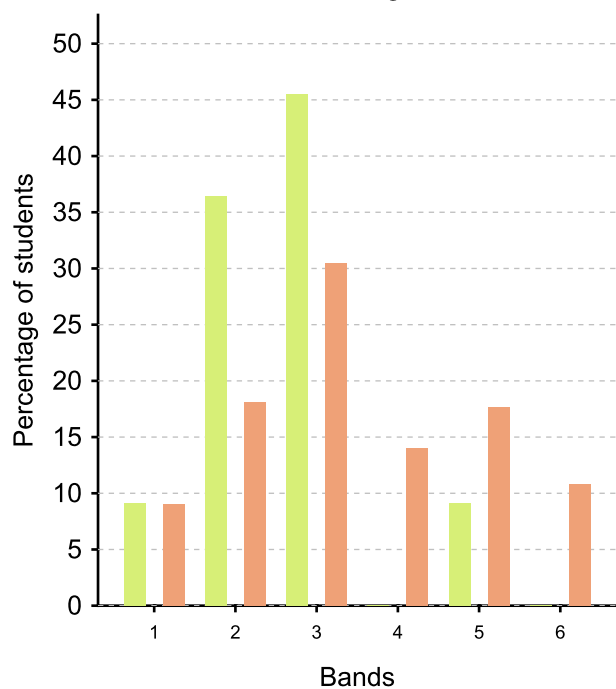
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



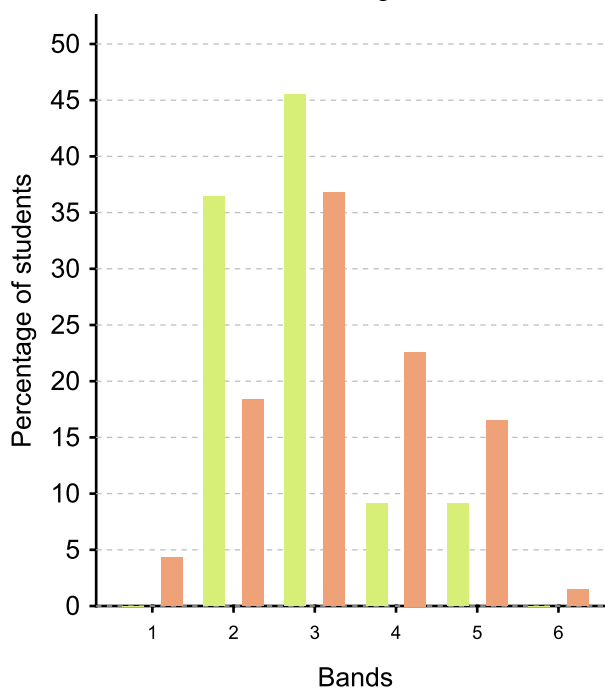
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



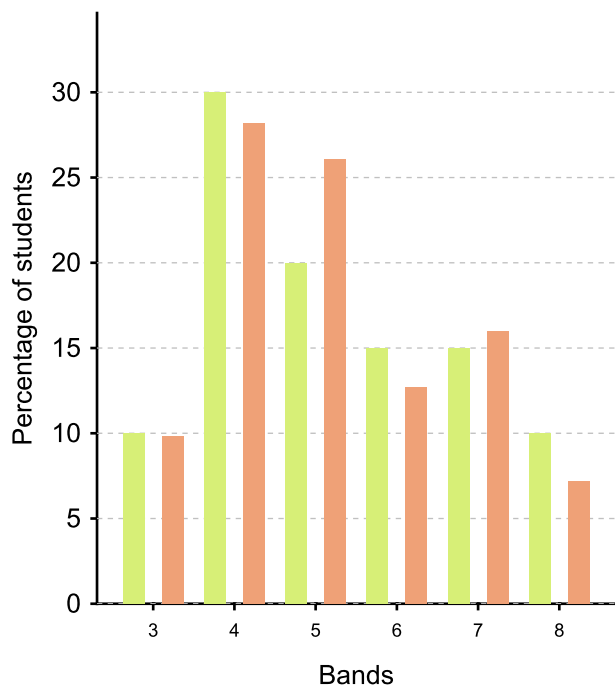
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

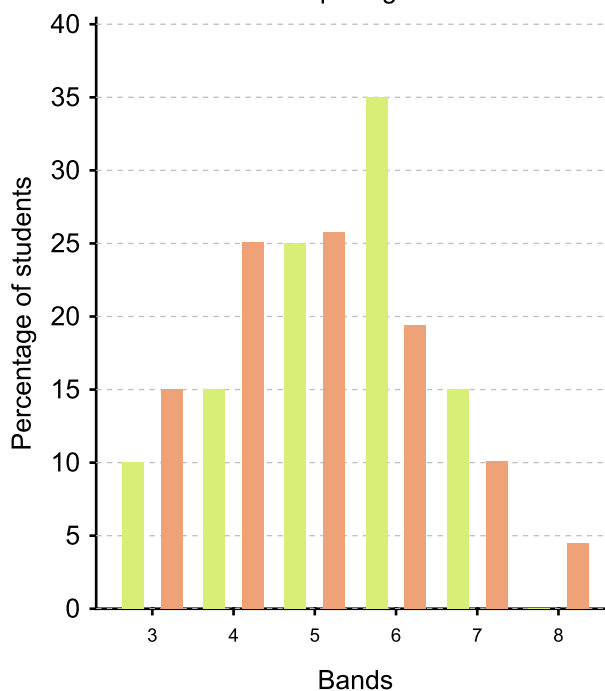


Percentage in Bands  
School Average 2015-2017

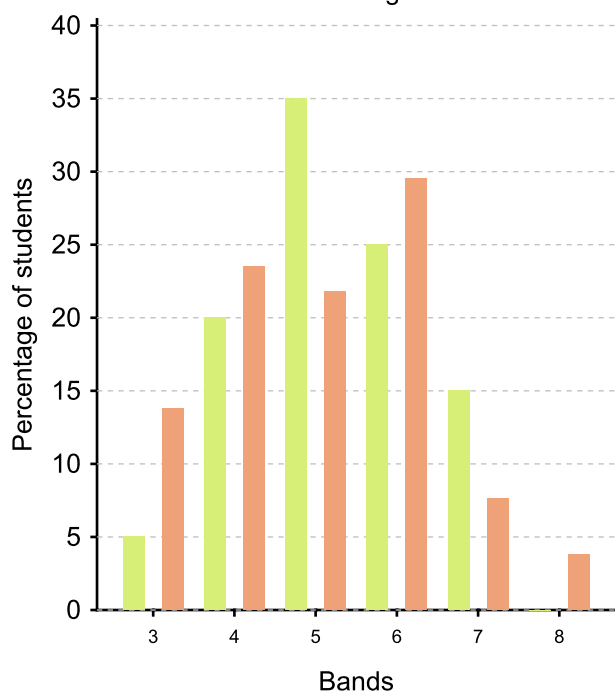
**Percentage in bands:**  
Year 5 Grammar & Punctuation



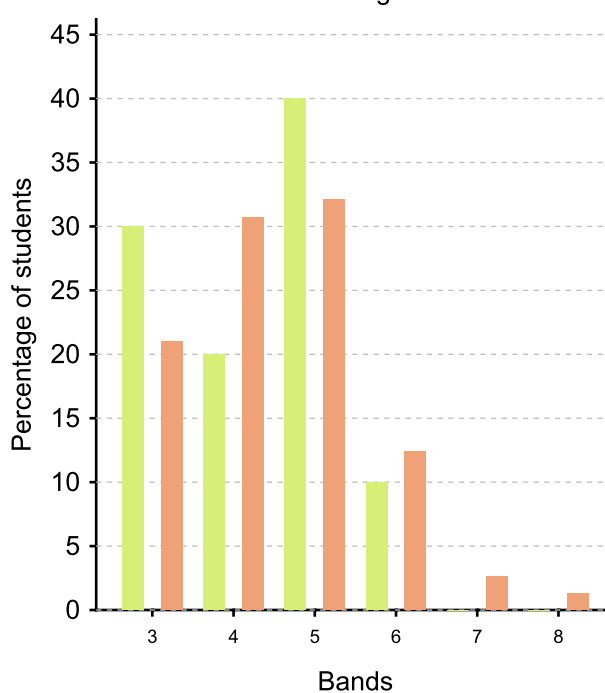
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



#### NAPLAN Year 3 – Numeracy

This year we had a small cohort of Year 3 students. In Numeracy our school has 9% of students in the proficient band (top 2 bands in NAPLAN) and 55% in the middle bands – a significant improvement from 2016 NAPLAN results.

## NAPLAN Year 5 –Numeracy

In Numeracy our school has 15% of students achieving in the proficient band (top 2 bands in NAPLAN) and 60% in the middle bands – a significant improvement from 2016 NAPLAN results. A growth from 432.8 to 446.0.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

### 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 responsible, safe 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 2017 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. All staff 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.
- 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

- 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;
- the school is continually finding ways to improve what it does; and that it supports communication about students' learning between home and school.

### Most staff 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.
- 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. Only a small percentage of survey questionnaires were returned. Those who responded believe that:

- 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.
- Bombala Public School has competent teachers who set high standards of achievement.
- 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.
- the school is a friendly school that is tolerant and accepting of all students.
- 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

- the school is continually looking for ways to improve its performance and that staff at the school are valued and supported

- 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

- that teachers undertake extra training to improve their classroom teaching

- 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.

- 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,

- strong communication and the shop front display promoting the school and its activities, and

- the school provides many sporting and extra-curricular opportunities especially quality excursions.

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 reporting

achievement.

- Providing greater education on nutrition.

## Policy requirements

### Aboriginal education

Bombala Public School continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia across all areas of the curriculum. In implementing the Aboriginal Education policy, we addressed Aboriginal perspectives in all curriculum areas, promoting student understanding and appreciation of the culture and history that relates to Indigenous Australia. 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). A middle school day, shared with Bombala High School and Delegate Public School was held and focused on art workshops, storytelling, exploring local languages and playing Indigenous games.

### Multicultural and anti-racism education

Bombala Public School has maintained a focus on multicultural and anti-racism education in all areas of the curriculum by providing students with learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society. Bombala Public School has a trained Anti-racism Contact Officer (ARCO) and the school-wide Positive Behaviour for Learning (PBL) implementation ensures that all students are aware of their responsibilities and commitment to inclusivity. 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 'Diary of A Wombat'. 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 years to overnight excursions.

#### Year 3/4 Canberra Excursion

Year 3/4 students also attended an overnight excursion to Canberra 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 Parliament House, the Canberra Glassworks, the National Arboretum, Questacon and the Royal Australian Mint. The venues were chosen to reflect the outcomes in the Science, PDHPE, Geography and History syllabuses and provided students with exciting, enjoyable and valuable shared experiences with their peers.

### **Year 5 Cooba 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, however it allows children to be away from home for two consecutive nights. Year Five also participated in a trip to Canberra to the Australian Electoral Commission Education Centre, as well as Parliament House. This excursion links closely to the History Syllabus.

### **Year 6 Melbourne Excursion**

The annual Year 6 Transition Melbourne 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 as 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.

### **Middle School Days**

Each term, the students in Years 5, 6 and 7 from the Bombala Community of Schools participate in a series of days to promote peer interactions, develop higher order thinking skills, promote collegiate discussions, interact across schools and reinforce specific curriculum outcomes. In 2017 these days focused on STEM, Aboriginal Culture and Art, and Mathematics.

### **Instrumental Band Program**

Bombala Primary School ran an incredibly successful band and music program in 2017. 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 incorporates learning to read music and how to assimilate into a band situation which promotes team building and collaborative skills along with supportive social interactions.

### **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 the Encouragement Award was presented to 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.

### **GRIP Leadership Conference**

All Year 6 students attended this conference to hear speakers talk on leadership, their lives and being good role models. One of the aims of the conference was 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 "Moving Forward – Being Resilient."

### **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.



