

# Bombala Public School

## Annual Report



2018



1288

## Introduction

The Annual Report for **2018** 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 2018 school year has been highly productive with numerous achievements and memorable moments. One of the most powerful truths we can offer our children is the knowledge that we are all still learning. None of us has arrived; we all have room to grow. This frees our children from expecting perfection of themselves – or anyone else – because they know that life is a journey from day one on.

At Bombala School, we have continued our journey of lifelong learning. Our vision has been to empower students to be active learners who are respectful, responsible, safe and resilient, forming the cornerstone of our teaching and learning. Our journey has been supported by the strong partnerships between school, home and the wider community. Through these partnerships we have been able to provide an inclusive and caring environment where our students are engaged and challenged to develop academically, socially and emotionally to become future focused learners.

Throughout 2018, our school has continued to deliver quality teaching and learning programs. There has been a strategic allocation of funding to support students with the greatest identified need. Funding has been used 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 has enabled teachers to develop their capacity and to provide quality teaching and learning experiences. The development of students as future focused learners continues to be at the forefront of school education goals.

Many educational experiences have been offered this year and we were pleased to continue our association with the Australian National University and the University of Wollongong who provided a range of outreach programs.

I look forward to working positively with all members of our school community to ensure our school continues to strive to be a dynamic, engaging and innovative place of learning into the 2019 school year.

## School background

### School vision statement

Bombala public School is a dynamic learning community committed to empowering our students to be active learners who are respectful, responsible, resilient and safe.

### School context

Bombala Public School is very proud to have been educating children from the local district since 1863. The school is located in rural south eastern NSW and students come from both the township of Bombala and outlying farming areas. The school's motto is 'Come Let Us Reason Together' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals. The school promotes a student centred and caring environment fostering self worth, responsibility, cooperation, self motivation and equal opportunities for all.

Bombala Public School provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) program. The school wide expectations of the PBL process are: to be respectful, to be responsible, to be resilient, to be safe and to be active learners. These expectations are taught explicitly in all settings and in all classes. The school promotes leadership in education and technological innovation.

All classrooms have an interactive whiteboard which is used as a teaching tool to enhance quality teaching. The school has excellent programs in literacy and numeracy, including L3 (the Language, Learning and Literacy program) and Focus on Reading (FoR). A wide range of sporting options is offered and sporting teams regularly compete at district and regional level.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of the self-evaluation process indicated that in the School Excellence Framework domain of **LEARNING**:

Bombala PS is **Sustaining and Growing** in the element of **Learning Culture**. Progress in learning and achievement is identified and acknowledged. The development of goals, learning plans and sharing of learning intentions, ensure the expectations of students and parents are known and inform planning for learning. Parent feedback has supported the implementation of a school wide approach to student management. Their response to the implementation of PBL has been positive and feedback via the school Facebook Page has been positive and immediate, especially in acknowledging and celebrating positive behaviour. The school collects and analyses information to inform and support students' successful transitions. Our extensive transition programs engage students and parents. The school works closely with both the local Preschool and the High School to ensure there is a strong exchange of information regarding emotional, social and academic domains. The information collected and analysed, ensures transitions are successful for the students and provide them with a strong foundation for future learning experiences. The school has worked diligently to regularly analyse attendance data for all students and utilised a systematic whole school approach to ensure our attendance rates have remained high – mostly at or above the State average.

Bombala PS is **Excelling** in the element of **Wellbeing**. The school has implemented evidence-based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The PBL Curriculum for Non – Classroom Settings was successfully implemented and as a result, incidents of negative behaviour have significantly reduced as evident in data collected from SENTRY. There is a school wide, collective responsibility for students' learning and success, which is shared by parents and students. Planning for learning is informed by holistic information about each students' wellbeing and learning needs in consultation with parents/carers. We provide a holistic approach to teaching and learning. The activities we provide students with enable them to develop their skills and to

develop resilience when faced with challenges beyond their skills and knowledge. The school has collected and analysed data including feedback to develop a whole school approach to wellbeing and engagement, improving learning and building student capacity.

Bombala PS is **Sustaining and Growing** in the element of **Curriculum**. Teaching and learning programs describe expected student progression and the assessments that measure them. Teachers use data from NAPLAN, NCCD and other sources to differentiate curriculum delivery to meet the needs of students at different levels of achievement. The school's scope and sequence documents meet requirements of the DoE and NESA, and the school monitors and reviews these to meet changing requirements of students. The school offers curriculum with evidence based teaching practices with skills and knowledge from personalised professional learning. Professional learning time is set aside to ensure practices can be consolidated, shared, monitored and reviewed with colleagues. We provide curriculum that supports high expectations for students' learning and the school enhances and extends learning through alliances with organisations such as the UoW, ANU, Bombala Rotary Club and Bombala District schools.

Bombala PS is **Sustaining and Growing** in the element of **Assessment**. As part of the whole school assessment schedule, teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, to adapt their practice and meet learning needs of students. Teachers use reliable assessments such as PAT, SENA, NAPLAN and rubrics to capture information about student learning. Assessment data is used to monitor student achievement and to identify gaps to inform planning for individual students and student groups. Students are involved in setting goals for their learning and teachers share criteria in the form of rubrics for assessment with their students. This is being developed across most Stages.

Bombala PS is **Sustaining and Growing** in the element of **Reporting**. The school has explicit processes to collect, analyse and report specific internal and external, student and school performance data on a regular basis. The updated report format contains personalised information about individual students' learning progress and achievement, and highlights plans for meeting future learning goals. The reports provide parents with an understanding of what their children are learning and evidence of extra-curricular activities their children are involved in as well as the range of opportunities we offer students.

Bombala PS is **Delivering** in the element of **Student Performance Measures**. The school has identified growth targets for individual students, using internal progress and achievement data. The Learning and Support Team regularly reviews student progress and achievement using a range of assessment data. Intervention and support programs are monitored and reviewed to ensure expected progress is being achieved or further interventions are implemented, such as the Centre for Effective Reading (CER) program.

The results of the self-evaluation process indicated that in the School Excellence Framework domain of **TEACHING**:

Bombala PS is **Delivering** in the element of **Effective Classroom Practice**. A school wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. All staff have worked collaboratively to develop a school wide approach for effective and positive management by implementing the PBL program K-6. Teachers regularly review and revise lesson plans ensuring content is based on the curriculum as outlined in the scope and sequence documents. This is also reviewed when teachers hand in their programs for review and feedback. Teachers are skilled in explicit teaching techniques to identify students' learning needs and use a range of explicit strategies such as those learned from Focus on Reading (FoR) to explain and break down knowledge. Teachers respond promptly to student work, providing feedback and expectations for how to improve. As a small school, teachers collaborate across stages and with other small schools to share data, develop practices and lessons to meet the needs of students. Professional learning time is also set aside at regular intervals during the term to share programming ideas, evidence based strategies for literacy and numeracy, and feedback from external professional learning. Although our on balance judgement is Delivering, evidence collected also indicates that we are moving towards Sustaining and Growing.

Bombala PS is **Delivering** in the element of **Data Skills and Use**. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. The leadership team comprehensively analyses students' progress and achievement data for insights into students' learning and discusses results with the whole staff. Data from SENTRAL is reviewed on a consistent basis to identify areas of need, reviews and re teaching of expectations. Assessments are regularly used to monitor student progress and identify skills gaps for improvement and areas for extension.

Bombala PS is **Sustaining and Growing** in the element of **Professional Standards**. Staff, including both teaching and non-teaching are supported by a whole school approach to developing professional practice, informed by data. The school plan has focused on building teacher capacity to improve student learning outcomes. Staff have been provided with specifically targeted professional learning to support the attainment of the goals and to build their capacity. During the PDP process, the accreditation levels of staff are monitored and a coaching conversation occurs to encourage the pursuit of higher levels of accreditation and to monitor specific areas for development or continual improvement. Staff PDPs are supported by a coordinated whole school approach to developing professional practice, informed not only by research, but also by data.

Bombala PS is **Sustaining and Growing** in the element of **Learning and Development**. Teachers actively evaluate, share and discuss learning from targeted professional development with staff in their school to improve whole school practice. All staff have participated in targeted PL (PBL Functional Approach to Behaviour) aligned to the School Plan, to further develop school wide expectations and improve behaviour. Staff meetings and Professional Learning Meetings have been used to review the curriculum, and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of students' progress and achievement. Teachers have participated in professional learning targeted to the school strategic directions for building teacher capacity and evaluating and reflecting on current pedagogy and practices, the needs of students and achievement of their professional goals. Formal mentoring and coaching is provided to improve teaching, and teachers actively evaluate, share and discuss learning from professional development to improve whole school practice. Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Staff collaborate and engage with staff from other schools and organisations to improve teaching and learning in their classes. These learning and teaching activities are often those offered outside the normal classroom program including sporting and cultural activities. Teachers utilise their own expertise and draw on the skills of other professionals to further develop their skills and knowledge such as coaches, music teachers, public speakers and specialist university students.

The results of the self-evaluation process indicated that in the School Excellence Framework domain of **TEACHING**:

Bombala PS is **Delivering** in the element of **Educational Leadership**. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance. As part of the Professional Learning Plan, the School Management, Wellbeing, and Anti Bullying Policies/Plans have been reviewed and are aligned with the school wide PBL program. Parents and community members have had the opportunity to engage in a range of school related activities. The school regularly solicits and addresses feedback on school performance with students, staff, parents and the broader community.

Bombala PS is **Delivering** in the element of **School Planning, Implementation and Reporting**. The school leadership team has engaged staff in the process of planning, implementation, monitoring and self-assessment to develop the evidence based school plan. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. All members of the school community are welcome to be engaged in the development of the values and priorities of the school through parent forums and surveys. The school plan includes processes for professional learning and evaluation, and review processes have been undertaken to enhance and modify these. The school plan has been developed to align to student and system priorities, and ensures responsiveness to emerging needs. The school collects data to monitor achievement of milestones. The leadership team has embedded clear processes with accompanying timelines and milestones to direct school activity towards effective implementation of the school plan. Staff are aware of what they need to do to address the strategic directions and meet the school's improvement measures.

Bombala PS is **Sustaining and Growing** in the element of **School Resources**. Longer term financial planning is integrated with school planning to meet improvement goals. Additional funds have been allocated to professional learning to ensure designated staff participate in PBL Coach Network Training. The school deploys teaching and non-teaching staff to make the best of available expertise to meet the needs of students. Planning and implementation processes address school strategic priorities and meet identified milestones. The school is responsive in meeting the learning needs of all students and resources are strategically used to improve student outcomes. Data is used to evaluate the effectiveness of management processes and creates a culture of shared responsibility. The leadership team in collaboration with the LST create a culture of shared accountability to achieve best organisation practice. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Strategic financial planning ensures students and staff have access to a broad range of curriculum extension activities, maximising the resources available to implement the school plan. Financial planning ensures all students have access to programs and that there is equity for all involved. Physical spaces have been redesigned to accommodate new learning programs including STEM, IT and Music to address student learning needs and interests.

Bombala PS is **Sustaining and Growing** in the element of **Management Practices**. The school leadership team has created an organisational structure to support school operations and teaching. Opportunities have been developed to ensure the school community can engage in school practices, which underpin ongoing school improvement. The ongoing review of school processes ensures there is a whole school approach to improving service delivery and customer experience. The school employs administrative practices, which support staff in implementing teaching and learning programs for identified students. The Learning Support Team have developed effective structures and processes to support teachers to work effectively in line with legislative requirements and policies.

Our self-assessment and the external validation 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 quality teaching and learning programs.

### Purpose

To ensure all students have equitable access to quality learning experiences that are personalised, engaging and differentiated to suit individual needs.

To develop highly motivated students capable of using technology, communication, creativity, collaboration and critical thinking skills to become future focused learners.

To evaluate and reflect on current pedagogy and practices.

Students will be equipped with the necessary literacy and numeracy skills to 'become successful learners, confident and creative individuals, and active and informed citizens'. (2008 Melbourne Declaration)

### Overall summary of progress

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. Focus on Reading (FoR) was delivered to staff by teachers who had undertaken professional development and staff once again worked through the Super Six strategies to be implemented to improve reading and comprehension K-6. All teams of teachers from Early Stage 1 and Stage 1 participated in a two-day course on Effective Reading in the Early Years. A team of teachers from Stage 2 and Stage 3 participated in training to implement the new Literacy and Numeracy Progressions. This training was followed up by a one day course in how to use the new PLAN 2 Software for tracking student progress in Literacy and Numeracy. Teachers who attended these courses returned to school and presented professional learning sessions for other staff, from both Bombala PS and other small Schools.

Staff were provided with additional release time to track students' progress using the Literacy and Numeracy Progressions. During 2018 it was decided to only track student progress using the Numeracy Progressions. Staff worked with draft SENA Assessment documents to determine student progress at one point in time. Staff were also provided with extra release time to share professional learning with Stage colleagues. During the year, our milestones have mostly been achieved, although some will be ongoing in 2019, especially those with a Literacy Focus.

Although milestones for proficient levels haven't been achieved across all areas, the number of children moving towards achieving in these bands has increased across both Years 3 and 5.

### 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>• To increase the percentage of students in Years 3 and 5 achieving in the top two bands of Literacy to 30% by the end of 2018 with Aboriginal students being recognised in the proficient cohort.</li><li>• To increase the percentage of students in Years 3 and 5 achieving in the top two bands of Numeracy to 30% by the end of 2018 with Aboriginal students being recognised in the proficient cohort.</li><li>• To increase the percentage of students in Year 3 achieving above the NMS in Reading and Spelling from 91% to 94%.</li><li>• To increase the percentage of students in Year 3 achieving above the NMS in Grammar and</li></ul>	<p>Professional learning – Effective Reading in the Early Years \$5200.</p> <p>Professional learning – National Literacy and Numeracy Progressions and implementing PLAN2 – \$ 3000</p> <p>Tracking students progress using progressions and PLAN 2 – \$3000</p> <p>The school was able to provide Professional Learning for staff in developing and resourcing quality intervention strategies to support targeted students using the</p>	<p>In Year 3 Literacy there was a small cohort of Year 3 students. Our NAPLAN results indicate that 22% of students were proficient (top 2 bands in NAPLAN) in Reading. The results also indicate there was a higher percentage of students In Year 5 Literacy results indicate that 30% of our students were proficient (top 2 bands in NAPLAN) in Reading and 17% in Spelling. Students in Year 5 scored a higher percentage in the middle bands for Grammar and Punctuation and Writing.</p> <p>In Numeracy Year 3 had a small cohort of students. There were 11% of students in the proficient band (top 2 bands in NAPLAN) and 78% in the middle bands – a significant improvement from 2017 NAPLAN results. A growth from 348.6 to 370.7.</p> <p>In Numeracy Year 5 our school had 26% of students achieving in the proficient band (top 2 bands in NAPLAN) and 57% in the middle bands – a significant improvement from 2017 NAPLAN</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Punctuation and Numeracy from 82% to 86%.</p> <ul style="list-style-type: none"> <li>To increase the percentage of students in Year 5 achieving above the NMS in Reading and Spelling from 95% to 97%.</li> <li>To increase the percentage of students in Year 5 achieving above the NMS in Spelling, Grammar and punctuation from 90% to 93%.</li> <li>80% of targeted students in K–2 (MiniLit) program will achieve expected growth.</li> <li>Students will achieve at or above expected growth as measured by NAPLAN and PLAN data. No child is to be below NMS in NAPLAN (Unless they have an IEP/PLP and are working towards personal goals)</li> <li>School performance will be measured using the SEF.</li> </ul>	<p>Berry Street Education Model \$3000.</p> <p>Employing additional SLSOs to work across the school to support students without identified funding support.– \$36000 (School and community funds)</p> <p>Employing additional staff to implement specialist programs including MiniLit for K–2 – \$ 10 000.</p> <p>Purchased ACER PAT Tests online which align to the strands of NAPLAN – \$1040.</p>	<p>results. A growth from 446.0 to 479.4.</p> <p>All students benchmarked in Reading and identified with programs to develop skills in Literacy and improve their outcomes. Progressed monitored by classroom teachers and LaST. Reading Benchmarks completed across the school indicated that over 80% students in Years 1– 6 were reading above expected Benchmarks.</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. Identified students in K–2 participated in the MiniLit Program, with 98% graduating with increased knowledge and skills.</p> <p>Formal Learning and Support (LST) meetings held weekly where students with identified needs were monitored and reviewed, consultations with counsellors and outside agencies.</p> <p>All staff completed 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 2019.</p>

## Next Steps

Selected staff will participate in the Quality Teaching Rounds offered by the Newcastle University in 2019. This will further support the review of the Quality Teaching Framework undertaken this year.

Additional professional learning time will be provided to teaching staff to develop their capacity in teaching differentiated numeracy and literacy programs and tracking students' progress using the National Literacy and Numeracy Progressions.

After careful analysis of SMART data and school based data there will be a targeted focus on writing – specifically creating texts and spelling. The English Scope and Sequence will be reviewed .

Staff will undertake targeted professional learning in the 7 Steps to Successful Writing early in term 1. This program focuses in developing skills K–6 in all areas of writing. This will be aligned to further development of teacher consistent judgement and analysing student work samples across network schools.

The Learning and Support team will work with classroom teachers to develop Personalised Learning and Support Plans identifying specific learning adjustments.

## Strategic Direction 2

Develop staff capacity including high performance standards, innovative practice and collaboration.

### Purpose

To ensure all learning continues to be underpinned by high quality, innovative evidence based teaching and leadership.

To improve the learning outcomes of students.

To build and support a collaborative workplace.

To evaluate and reflect on current pedagogy and practices.

To affirm, share and celebrate our successes.

To identify our learning goals where and how we can improve individually and collaboratively.

### Overall summary of progress

All students benchmarked in Reading and identified with programs to develop skills in Literacy and improve their outcomes. Students in the early years were clustered for explicit instruction and differentiation of learning and areas for development were identified to be included in PLPs. All staff used the draft SENA documents to develop a point in time insight for student progress in Numeracy. Formal Learning and Support (LST) meetings were held weekly where students with identified needs were monitored and reviewed. Teachers implemented the History and Geography scope and sequences along with units of work. All staff completing NCCD Adjustment sheets for students identified with needs across various domains. LST used data from Benchmarking and other school based assessments plus NAPLAN data to target students and develop programs for 2018. This year the school reviewed and developed a new Assessment and Reporting schedule. A highlight of this review was the introduction of Parent/Teacher interviews with 57% of parents attending these.

### 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>• 85 % Teacher satisfaction on survey results</li><li>• Documentation of teachers and SASS Performance and Development Plans</li><li>• Evidence of alignment of goals within the annual PDP and Australian Professional Teaching Standards.</li><li>• 100% staff demonstrate differentiated teaching and learning programs that are data driven.</li><li>• School performance will be measured against the SEF.</li></ul>	<p>Professional Learning for external validation – \$2000.</p> <p>PDP Development – \$3500</p> <p>Teachers participated in visits to network schools to observe quality teaching practice and program implementation – \$3000.</p>	<p>Teacher responses to the Tell Them From Me Survey indicated that they are above the state norm in Leadership, Technology, Being an Inclusive School and in Parent Involvement. The teachers' responses also indicated that they are above the state norms in Classroom and School Practices including challenging and visible goals, planned learning opportunities. Quality feedback and overcoming obstacles to learning.</p> <p>Staff, both teaching and non teaching completed PDPs. 100% of eaching staff aligned their professional learning goals to the Australian Professional Teaching standards.</p> <p>100% of staff developed programs providing evidence of differentiation and aligned to NESA requirements.</p> <p>School performance was measured against the School Excellence Framework (see Self Assessment).</p>

### Next Steps

Continued monitoring of teacher programs and differentiation providing explicit feedback to all teachers around aspects

of programming – explicit teaching and links to syllabus.

Greater support for teachers to trial innovative evidence based, future focused practices through time and resource allocation – for professional learning, sharing, coaching and mentoring with colleagues.

Use of the Literacy and Numeracy Learning Progressions – teachers' explicitly teaching numeracy and literacy to students at all levels with success that can be measured by improved student progress and achievement data. In 2019 all staff K–6 will focus specifically on Writing and tracking progress in creating texts and spelling.

Further developing a whole school approach to ensure effective evidence based teaching methods are implemented to optimise learning progress for all students – effective methods are identified, promoted and modelled and students' improvement is monitored demonstrating growth.

Continue to explore opportunities for staff collaboration in programming across Stages through the provision of time. Also provision for across network school collaboration .

Build teacher capacity in consistent teacher judgement – specifically targeted professional learning time will be allocated to work with partner schools to explore work samples and develop a picture of consistent teacher judgement.

Continue to provide mentoring/coaching days with staff from other network schools, especially for beginning teachers and those teachers maintaining proficient accreditation status.

Continue to align professional learning with PDP learning and teaching goals. and the priorities of the school strategic directions.

Focus on classroom observations and authentic feedback. Bombala PS have nominated to be a part of the Quality Teaching Rounds conducted with the University of Newcastle which will commence in Term 1.

### Strategic Direction 3

Strengthen student wellbeing and community engagement.

#### Purpose

To collaborate with partners to enhance learning opportunities and outcomes for students, staff and community.

To prepare our students to be world-class active and informed citizens.

To build a school culture where all members work towards achieving the school vision and goals, and the pursuit of equity and excellence.

To increase teacher capacity and engage students in meaningful learning opportunities while improving student social and emotional wellbeing.

#### Overall summary of progress

This year we have received a larger percentage of responses from parents. The feedback has been extremely positive. The Community Liaison Officer spoke personally with parents and followed up with reminder phone calls. 65% percent of questionnaires were returned as compared to 3% in 2017.

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 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.

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 journeys and celebrate Grandparent's day. Students also presented a music performance to residents from the Aged Care Hostel to celebrate Seniors Week.

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, 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 this year focusing on Physical Literacy. 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 2019.

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 the Functional Approach to Behaviour, 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>Attendance rates monitored at or above State average.</li> <li>Increased parent and community engagement.</li> <li>50% reduction in classroom behaviour referrals.</li> <li>Students reaching PBL celebration milestones. each term.</li> </ul>	<p>Professional learning in the Functional Approach to Behaviour and Coaching Network days – \$6500.</p> <p>Employing SLSO to support Kindergarten and Middle School transition programs – \$2700.</p> <p>Employing a music specialist \$6700.</p>	<p>Completion of 'Our Year in Pictures' book prepared for every family including many photos taken throughout the year capturing various school events involving parents and students.</p> <p>Phone survey to all families regarding the strategic goals and their effectiveness/success throughout the year. Data used for 2019 planning.</p> <p>Attendance rates have been closely monitored and there has been a slight increase in these to within 1% of the State average. HSLO intervention has been utilised to ensure regular attendance for identified students.</p> <p>Increase in the number of parents and community members attending open days including the Learning Journeys and Grandparents Day.</p> <p>The school has implemented evidence-based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning as identified in SENTRAL data.</p>

## Next Steps

To support Student and Staff Wellbeing, Professional Learning using the PBL Classroom Modules. BPS will implement the classroom management checklist to ensure that best practice is implemented across the school in relation to the physical setting, classroom management policy, instructional planning and delivery. This will involve sharing of targeted professional learning with other staff. Further time for feedback to be allocated in the School Professional Learning Plan.

Review PBL Classroom Matrix – analyse SENTRAL Data to monitor incidents in both classroom and non-classroom settings and collect evidence of consistent student management aligned to school policy.

PBL Coaching to build PBL team/Coaches capacity to support and mentor staff. Consolidate and reinforce by explicitly teaching PBL expectations for classroom and non-classroom settings. As part of the PBL Program, embed classroom observations – aligned to PBL classroom modules.

Staff will be provided with professional learning focusing on differentiation to cater for adjustments to learning. Continued exploration of the Literacy Learning Progressions and their implications for planning/programming will also be explored. Opportunities provided for all staff to engage in learning about the barriers to learning – Autism, ADHD, and working memory issues.

Develop greater links with community members and draw on their expertise and skills to build student and teacher capacity, especially with service clubs and organisations.

Strengthen links with the local AECG and the local Aboriginal Community. Celebrate other days of significance especially days relating to multicultural events.

As a result of data collected from 2018 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. In 2019 a class page will be added to the school newsletter to highlight learning in each classroom.

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 2019 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.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employed an additional SLSO to support Indigenous students with a specific focus on Literacy and Numeracy – \$5 700.	<p>Stronger Smarter initiatives continue to be implemented across the school, especially the focus on higher expectation relationships and our check in and check out circles (also linked to PBL).</p> <p>Celebrations of Aboriginal and Torres Strait Islander days of significance – National Sorry Day, NAIDOC Week, National Reconciliation Week and Acknowledgement of Country at all official school events/activities.</p> <p>Employment of a School Learning and Support Officer allowed intensive support for identified Aboriginal students.</p>
<b>English language proficiency</b>	SLSO employed to provide additional support to identified students and focus specifically on literacy development – \$2 900.	Students proficient in Literacy and Numeracy and achieving at or above expected Stage Level.
<b>Low level adjustment for disability</b>	Learning and Support Teacher – \$52 000 and employment of SLSOs to support classroom programs – \$23 800.	<p>All staff have taken part in quality Professional Development in the development and review of Personalised Learning and Support Plans to support identified students.</p> <p>Funding was used to employ additional SLSOs to work across the school K–6 to support student learning, as identified through the school Learning Support Team. The staff also took part in numerous PL opportunities, including using the new literacy and numeracy progressions, PLAN2 and other initiatives to support student learning, programming and planning and developing assessment tools.</p> <p>All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team. Forty four students received supplementary adjustments and one child received substantial adjustments.</p> <p>Employment of School Learning and Support Officers allowed intensive support for identified students on Personalised Learning and Support Plans.</p> <p>Student assistance provided targeted students with access to excursions, school programs, uniform and lunch assistance.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Employed an ICT teacher part time to mentor staff and implement STEM programs – \$19 900	<p>Funds were utilised to employ an ICT teacher to implement an ICT mentoring program and support curriculum delivery.</p> <p>PBL program further developed to focus on the Functional Approach to Behaviour.</p>
<b>Socio-economic background</b>	Learning and Support Teacher – \$52 000 and the employment of SLSOs – \$23 800	Transition programs for Kindergarten and High School in line with the Rural and Remote Strategy.

<b>Socio-economic background</b>	<p>Learning and Support Teacher – \$52 000 and the employment of SLSOs – \$23 800</p>	<p>Employment of School Learning and Support Officers a week allowed intensive support for identified students on Personalised Learning and Support Plans.</p> <p>Employed an additional SLSO to work in Kindergarten due to the increase in student enrolments throughout the year.</p>
----------------------------------	---	--

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	52	55	48	59
Girls	73	69	60	72

During 2018 our enrolments increased and in second semester an additional teacher was employed. Staff have worked diligently to promote our school and to secure future enrolments. Although a large cohort of Year 6 students will move to High School in 2019, we are expecting a cohort of twenty Kindergarten students to enrol.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.6	92.8	94.6	92.7
1	94.8	93.4	92.3	90.2
2	91.1	94.8	93.4	92.4
3	95.2	93.3	93.5	95.6
4	93.4	94.2	90.8	91.9
5	93.4	93.1	89.5	91.1
6	92.3	92.6	90.1	90.8
All Years	93.2	93.4	91.6	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Bombala Public School works closely with the Home School Liaison Officer (HSLO) to ensure student attendance is monitored regularly and action plans are developed for those students who have been identified with poor attendance.

Student attendance is monitored through the use of data stored on SENTRAL software and EBS. Each Friday an email is automatically sent to parents outlining student absences and a request to provide a note within seven days. This has resulted in 100% of notes being returned. Each term information regarding compulsory school attendance and parental responsibilities in ensuring students attend school are highlighted in the school newsletter and on the school Facebook Page.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.7
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Counsellor	0.5
School Administration and Support Staff	1.92

\*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 and their personal development plans. The continual updating of professional learning ensures that our staff is current in their practices and has the skills to engage our students with innovative teaching and learning pedagogy.

- Teachers across K–6 have undertaken modules of learning in Focus on Reading
- Several staff participated in 'Effective Reading in the Early Years' and consequently presented

professional learning to remaining staff members and SLSOs.

- Several teachers attended training in using the Literacy and Numeracy progressions. Consequently they coordinated and presented a whole school Staff Development Day for Bombala, Delegate, Bemboka and Bredbo Public Schools on using the progressions incorporating consistent teacher judgement.
- Several teachers also participated in learning how to use the PLAN 2 software.
- The External Validation team attended training with other participating schools.
- All staff participated in MAPA (Managing Actual and Potential Aggression) at a school development day.
- The Itinerant Teacher Hearing Support presented an information session for all staff to support understanding and awareness of difficulties faced by students with hearing loss.
- The PDHPE coordinator attended training in the new syllabus and worked with staff to develop the new PDHPE Scope and Sequence which will be trialled in 2019.
- Several staff, along with interested parents attended an Autism Awareness workshop.
- Two staff members undertook PBL training. All staff participated in two sessions of the Functional Approach to Behaviour and Classrooms PBL training.
- All staff completed mandatory training in the Performance and Development Framework.
- SAM, SAO and Principal attended training for the implementation of the SAP, eFPT and the new Leave/ HR Payroll System.
- Principal participated in, local AECG Meetings, , Network Meetings (Eden Monaro) and Collegial Meetings (MEG and DaBBS).
- The Principal and Counsellor participated in the four day Berry Street Education Model trauma training.
- 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.
- SLSOs undertook online and face to face professional learning in Speech and Communication Disorders.
- One temporary staff member earned Accreditation at Proficient status.
- Principal along with several staff attended the Seven Steps to Successful Writing Course. This course will be offered to all staff in 2019 as part of the Strategic Plan.

includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	294,590
<b>Revenue</b>	1,538,693
Appropriation	1,466,378
Sale of Goods and Services	7,046
Grants and Contributions	61,622
Gain and Loss	0
Other Revenue	0
Investment Income	3,648
<b>Expenses</b>	-1,455,913
Recurrent Expenses	-1,455,913
Employee Related	-1,317,151
Operating Expenses	-138,762
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	82,781
<b>Balance Carried Forward</b>	377,371

The responsibility for the School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager. The Annual Financial Statement is linked to the School Plan in line with the budget set by the Financial Committee who plan and monitor the income and expenditure against the budget on a regular basis. Funds available will continue to manage salaries, school teaching and learning resources, school maintenance, utilities, administrative resources and contract agreements.

Meetings each month and on an as need basis ensure the accuracy, reliability and integrity of accounting and financial administration. Professional learning continues to be undertaken to develop a sound understanding of SAP and the Electronic Financial Planning Tool. The intended use of funds available from 2018 is to continue upgrading technology in the school, to provide SLSO support across K-6 where identified and to purchase further resources to support literacy and numeracy K-6. Funds are also held as contingency to support students with needs who arrive throughout the year as current enrolment figures indicate. Funding is also planned to deliver specialised learning programs identified through the SEF and School Plan.

## Financial information

### Financial summary

The information provided in the financial summary

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,110,267
Base Per Capita	20,884
Base Location	61,434
Other Base	1,027,950
<b>Equity Total</b>	145,511
Equity Aboriginal	5,738
Equity Socio economic	60,975
Equity Language	2,907
Equity Disability	75,891
<b>Targeted Total</b>	83,249
<b>Other Total</b>	72,490
<b>Grand Total</b>	1,411,517

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

This year students in Years 3 and 5 participated in the online NAPLAN Assessment. NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation). This year there was a small cohort of Year 3 students. Our NAPLAN results

indicate that 22% of students were proficient (top 2 bands in NAPLAN) in Reading. The results also indicate there was a higher percentage of students in the middle bands for Spelling, Grammar and Punctuation and Writing – an improvement from 2017 results.

NAPLAN Year 5 –Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) This year our NAPLAN results indicate that 30% of our students were proficient (top 2 bands in NAPLAN) in Reading and 17% in Spelling. Students in Year 5 scored a higher percentage in the middle bands for Grammar and Punctuation and Writing– an improvement from 2017 results.

This year students in Years 3 and 5 participated in the online NAPLAN Assessment.

NAPLAN Year 3 Numeracy: This year there was a small cohort of Year 3 students. In Numeracy our school has 11% of students in the proficient band (top 2 bands in NAPLAN) and 78% in the middle bands. This is a significant improvement from 2017 NAPLAN results with a growth from 348.6 to 370.7.

NAPLAN Year 5 Numeracy: In Numeracy our school has 26% of students achieving in the proficient band (top 2 bands in NAPLAN) and 57% in the middle bands. This is a significant improvement from 2017 NAPLAN results with a growth from 446.0 to 479.4.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

### Students

In 2018, the Years 5/6 students completed the Tell Them From Me (TTFM) survey and a school based questionnaire. Overall the students believe the teachers and school:

- provide them with many extracurricular activities.
- teaches them how to get along with other people.
- recognises their achievements in sport, learning and behaviour.
- care about them and work with them to achieve their best.

### Teachers

In 2018 all staff completed the Tell Them From Me (TTFM) survey. Firstly the survey focused on the eight drivers of student learning – Leadership, Parents Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, Learning Culture and Collaboration.

Leadership was above the state norm with staff identifying school leaders help them to establish challenging visible learning goals for students, create new learning opportunities for students, provide staff with useful feedback and support them during stressful times.

Technology was also above the state norm with staff identifying that students have opportunities to use computers to analyse, organise and present subject matter, to undertake research and to overcome personal barrier to using technology.

Being an inclusive school was also above state norm with staff identifying they are regularly available to help students with special learning needs, they establish clear expectations for classroom behaviour and they use individual plans to set goals for students in their classes.

Parent involvement was also above the state norm with staff identifying they share students' learning with

parents, they use a variety of strategies to engage parents, they make regular contact with parents and involve both parents and community members in creating learning opportunities.

Collaboration was the same as the state norm with staff identifying they work with teachers in developing common learning opportunities, share lesson plans and materials and discuss learning problems with other staff.

Data informs practice, learning culture and teaching strategies were just below the state norm, with teachers identifying they do not give enough feedback to students, that students are not always clear about what they are expected to learn and that they help students set challenging learning goals.

Secondly, staff answered questions regarding the four dimensions of classroom and school practices (Challenging and Visible Goals, Planning Learning Opportunities, Quality Feedback and Overcoming obstacles to learning). The results indicated that staff responses were above state norms in all dimensions. These results indicated that although there are many positive aspects in these dimensions there are areas that still need development. These results align to the information from the School Excellence Framework and the External Validation process.

### Parents

As part of the community consultation process, the Community Liaison Officer rang a cross section of parents and invited them to complete a questionnaire addressing the areas of Teaching and Learning, Student Management and Wellbeing; Communication, Community Partnerships and Participation, Management and Leadership. This year there was an increase in the number of responses from parents. The school will trial further strategies to increase parent participation in the survey in 2019. Those who responded believed that:

- The school provides interesting and appropriate activities suited to the individual needs of students.
- Students are the schools main priority and that they are expected to achieve to the best of their ability; that the needs of all students are being met by the school, and that the school is highly successful in teaching and promoting the core values.
- The school's planning processes are responsive to emerging needs and the school actively encourages parents, families and community members to be engaged in school activities.
- The school is connected to their community and welcomes involvement from parents and community members.
- Staff, both teaching and non-teaching are highly competent and consistently ensure that students are up to date with emerging changes within teaching and learning.
- Bombala Public School is a friendly, happy, caring school where individual needs and differences are respected and promoted.

- School leaders have a positive influence on school culture and work to get the best from staff and students while valuing the contributions each of them make.

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

- A happy, caring staff who always greet you with a smile.
- The school values are explicitly taught, highlighted and acknowledged in weekly assemblies –especially the PBL awards.
- Excellent communication between school and parents.
- The provision of extracurricular activities including Band, visiting artists, sports, excursions and a well-rounded curriculum.
- Great programs to support students including the breakfast club program and SRC.
- The school environs are extremely well maintained and present a positive image of the school.
- The school readily accepts ideas and is accepting of change. Teachers and support staff are supportive and work to achieve the best for the children.

Parents were invited to identify aspects the school could identify for future development. These included:

- Providing greater education on nutrition and encouraging parents to pack healthy lunches.
- Some parents would like straight classes rather than composite.
- Parents would like to be informed of the class structure and teachers before the end of the school year.
- Change SRC representatives each term to give more students a chance at leadership responsibilities.

## 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 focused on learning Indigenous games aligned to the Physical Literacy Continuum.

### 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. Staff and students participated in the National Day of Action against Bullying and Harmony Day. The DEC calendar for cultural diversity was used in the classrooms to promote the acceptance of the cultural, linguistic and religious diversity of Australia. Students also entered art competitions to promote Harmony Day, developing greater understanding of our multicultural country and heritage.

### Other school programs

#### K/1/2 Excursions

Students from Kindergarten, Year 1 and Year 2 travelled to Canberra to the Canberra Theatre Centre to see 'The Gruffalo'. In October, students from Kindergarten, Year 1 and Year 2 had a sleepover at school. The sleepover was designed to introduce students in the infant 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 including 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 the 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 2018 these days focused on the Physical Literacy Continuum.

### **Instrumental Band Program**

Bombala Primary School ran an incredibly successful band and music program in 2018. The band, divided into a junior (beginner) and senior band, provided opportunities for both bands to play and perform together. Each student was given individual or small group tuition on the instrument of their choice, which incorporated learning to read music and how to assimilate into a band situation which promoted 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 and community members run the program along with assistance from senior students. 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 Bombala Public School student Makyla Price won the Principals Award and the Encouragement Award was won by Jemima Merritt also from Bombala PS.

### **ANZAC Day / Remembrance Day**

Staff and students participated in the ANZAC Day March and the Remembrance Day ceremonies. This year the Community of Schools also held a special

Remembrance Day ceremony to honour a Century of Remembrance.

### **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 'Stronger Together – Anti Bullying'.

### **Skiing Program**

The Skiing Program was conducted over two 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.