

Bombala Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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)

Improvement Measures

Increase in all staff using formative assessment practices to inform practice and student learning.

All teaching and learning programs will demonstrate evidence of differentiated student learning.

Increased value added trend in literacy and numeracy.

Overall summary of progress

Data indicates that there has been steady progress in student learning in the specific areas of numeracy and literacy that have been targeted this year, however, renewed focus will be put on the learning progressions across the board in 2020. Differentiated learning for all students is evidenced in all programs as learning adjustments. There will, however, be a strong focus on the development of sound Individual Learning Plans for students with identified needs in 2020. Pre and Post testing will be a strong feature right across the school in 2020. This will provide our school with strong evidence of the consistent work that is being maintained in classrooms.

Progress towards achieving improvement measures

Process 1: Empowered learners

Deliver high quality learning experiences which enable students to respond to feedback, demonstrate their learning and set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Data indicates that there is an increased value added trend in literacy and numeracy. Plans to improve literacy levels in reading and writing are underway for 2020, utilising the Fitzroy Program. Targeting Early Numeracy training will be undertaken by all staff to ensure that all students have a complete understanding of the Early Arithmetic strategies.	

Process 2: High Impact Assessment and Reporting

Ensure learning is data driven and based on formative assessment practices to enable differentiation and targeted teaching experiences in which all students are highly engaged.

Evaluation	Funds Expended (Resources)
Staff are using formative assessment practices to inform programming and student learning. There were too many spelling programs being used across our school this year. Plans are being made to utilise a uniform spelling program across the school from kindergarten to year 6 in 2020 so that there is consistency of data and programs in our school. All staff will be given release time to ensure that all students are tracked on every learning	

Progress towards achieving improvement measures

progression in 2020. This data will be tracked in 2020, so that we have a consistent data set.

Process 3: Strong Learning Culture

Implement a whole school integrated approach promoting high learning expectations and student wellbeing in which students can connect, succeed and thrive at each stage of their schooling

Evaluation	Funds Expended (Resources)
All teaching and learning programs demonstrate evidence of differentiated student learning. The Seven Steps to Successful writing program is being utilised across our school. Our middle school program stalled this year and new plans are being made to revamp this program with our Community of Schools in 2020. Programs are already being developed to support this initiative.	Staff PDPs PL time – \$500 – release for PDP process

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.

Improvement Measures

Increase the number of students in the top 2 bands for reading, writing, spelling and numeracy.

Increased use of student data to inform teaching in Literacy and Numeracy.

Increased number of students showing growth between the middle and the top bands.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Develop mentoring structures to build teacher capacity and implement collaborative processes (eg. regular meetings, observations and feedback) to establish consistency in programming, assessing and reporting.

Evaluation	Funds Expended (Resources)
Ongoing collaborative practises have improved the consistent teacher judgement of student progress across the school. Mentoring and monitoring of teaching practises and programs have seen a deepening of collegial collaboration. This will be consolidated in 2020 to ensure that programming is consistent across the school.	

Process 2: Data Rich, Targeted Teaching

Broaden teachers capacity to develop and apply a range of assessment strategies to determine teaching priorities, monitor and assess students progress, reflect on teaching effectiveness and collaboratively develop individual learning goals for all students.

Evaluation	Funds Expended (Resources)
There has been little increase in the number of students showing growth from the middle to the top bands of NAPLAN and progress as identified in the Literacy and Numeracy Progressions.	
All teachers have tracked students' progress using two strands in Literacy and Numeracy Progressions and have used these as a 'where to next' tool.	

Process 3: Evidence Informed Pedagogy

Implement a whole school approach to improving pedagogical practice through professional learning and the development of high quality teaching and learning programs reflecting evidence-based teaching strategies.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Pre-testing of students early in the year in the area of Literacy (writing) and post-testing later in the year has demonstrated some increase in the number of students achieving higher standards. This has not been consistent across the school. In 2020 we are planning to improve student growth with further testing and analysis of student work samples, followed by discussion and plans for the next steps in teaching.</p>	

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.

Improvement Measures

Increased parental involvement in school practices, programs and initiatives.

Student engagement data will reflect a positive increase.

Increase in the number of students enrolling in Kindergarten and transitioning to Year 7 with our partner High School.

Progress towards achieving improvement measures

Process 1: Social and emotional wellbeing

Implement strategies
to build upon the social and emotional wellbeing of students, to foster
resilience, perseverance and a growth mindset.

Evaluation	Funds Expended (Resources)
Tell Them From Me surveys have indicated that students are still are feeling supported at school in their learning. There are some students that report bullying in the playground and this indicates that our PBL program will need to be more readily addressed in 2020. Plans are underway for staff to retrain in PBL and reboot the PBL program.	

Process 2: Strong Learning Culture

Implement school wide systems to monitor and follow up
attendance and promote high learning expectations.

Evaluation	Funds Expended (Resources)
Community connections with outside agencies were maintained throughout the year to ensure that our Indigenous students feel supported and valued. NAIDOC celebrations were highly successful with strong support from our community of schools and our local community. In 2020 we are planning to start our own local AECG and to have stronger connections with our local Aboriginal community. As a community of schools, Bombala PS, Bombala HS and Delegate PS we are planning to work together as a team on this venture.	

Process 3: Engagement with the community

Opportunities will be
provided for the school to engage with the community in order to promote
positive and respectful partnerships that improve student outcomes.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
We have held many community events throughout the year. Some of these have been very well attended. We are still having difficulties in attaining strong attendance at our P&C meetings. In the coming year, we are planning to change the time of the meetings and to provide babysitting for these meetings, to encourage greater community input into our school planning and fundraising efforts.	

Process 4: Transition

Strengthen systematic ways of transitioning students at key points including Preschool to School, between years and stages, Year 6 to 7, Transition timetable, processes for handover, inclusive of Learning and support team procedures.

Evaluation	Funds Expended (Resources)
The transition program to High School was successful at the end of the year. As a community of schools, we are planning a more extensive 'Middle School' program with the High School in 2020. The transition program for our Pre-school children was extensive. It has been decided that this program will not go for as long in 2020 and that there will be a casual teacher provided for the Kindergarten teacher while the transition program is in action.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$3 022.00) 	Ongoing community connections were maintained throughout the year to ensure that our students had access to outside services that supported their growth and wellbeing. In the coming year, we plan to establish an AECG and to create authentic experiences for our Aboriginal students. The Eight Ways PLP will be introduced to all families and this will be an ongoing document that will go with students throughout their school career. We are also planning an Aboriginal food garden (bush tucker garden) so that all students will be able to access understanding of traditional foods and medicine plants and their use in times gone by and their current usage. Aboriginal Perspectives will be programmed into everyday lessons in the coming year.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$3 805.00) 	Our EALD students have achieved strong growth throughout the year in their learning. Differentiated programs have been set up and expedited throughout the year and this has seen great improvement in these students' learning.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$78 776.00) 	30% of students in our school required support for targeted learning at the start of this year. We now have only 20% of students now requiring this support. This success has been attributed to the strong emphasis on differentiated programs that have been run throughout the year.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$20 916.00) 	An additional teacher was employed to support students across the school in quality writing techniques. This program saw much improvement across the school in writing, however, an even more concerted effort will be taken in 2020, with all teachers concentrating on developing quality programs to teach text writing explicitly in the classroom, so that we 'raise the bar' in our NAPLAN results with regards to the writing of quality texts.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$73 475.00) 	Throughout the year, our school has supported students whose families have been unable to provide funding for excursions and rich experiences for their children. The school has also provided uniforms and other resources to support these children. This funding has also been used to support STEM programs, so that our children have been exposed to quality instruction in the utilisation of coding and other STEM tools. SLSO support has also been given to all classes, supporting learning for students who are on Individual Education Plans.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$3 200.00) 	There was some Professional Learning offered to the beginning teacher this year, however, much of this funding has been carried into 2020. Mentoring and modelling is planned for 2020 to ensure that the beginning teacher is well supported in this early career stage. Plans are being made for courses to

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$3 200.00)	support learning and leadership in 2020.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	55	48	59	67
Girls	69	60	72	69

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	94.6	92.7	89.6
1	93.4	92.3	90.2	93.3
2	94.8	93.4	92.4	90.6
3	93.3	93.5	95.6	89.9
4	94.2	90.8	91.9	95.6
5	93.1	89.5	91.1	92.6
6	92.6	90.1	90.8	92.7
All Years	93.4	91.6	91.9	91.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.85
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	377,371
Revenue	1,799,916
Appropriation	1,733,815
Sale of Goods and Services	6,101
Grants and contributions	57,251
Investment income	2,748
Expenses	-1,669,072
Employee related	-1,495,040
Operating expenses	-174,031
Surplus / deficit for the year	130,844

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	68,842
Equity Total	159,078
Equity - Aboriginal	3,022
Equity - Socio-economic	73,475
Equity - Language	3,805
Equity - Disability	78,776
Base Total	1,266,067
Base - Per Capita	30,738
Base - Location	67,643
Base - Other	1,167,686
Other Total	58,152
Grand Total	1,552,139

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. 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

Parent and carers have indicated that they believe that our teachers instil confidence in their children; that they have strong communication with parents and that they make learning fun. Parents also believe that there should be more homework for students and that disruptive students should be separated from the mainstream, so that all students are able to learn in the classroom.

Students are proud to be a part of our school. The majority of students indicate that their favourite subject is Math. All students indicated that they had friends at school and they said that a good friend is someone that: plays with you; they are kind; don't bully; help you; funny; caring; sharing; polite; happy; nice and that they are someone that you can trust. The majority of the students surveyed indicated that they haven't been bullied at school, however, there is obviously still an element of bullying at our school that will need to be addressed in 2020. 56% of students indicated that they liked homework tasks that they can do at home.

Staff indicate that they are generally happy at work. There has been some animosity between staff members indicated and communication has also been sighted as an issue. These issues will be addressed in 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.