

2021 Annual Report

Bombala Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Bombala Public School is a dynamic learning community, committed to empowering our students to be respectful, responsible learners. We provide an innovative and creative learning environment that encourages a high level of student achievement, meshed in a warm, caring and supportive school. We embrace high expectations for all of our students and strive for ongoing improvement in all academic, physical and personal pursuits. We maintain a collaborative partnership with our Community of Schools (Delegate Public School and Bombala High School), while working closely with our communities, so that our shared vision and our work reflects our community's needs.

School context

Bombala Public School is very proud to have been educating children from the local district since 1863. Our school is located in rural south eastern NSW and students come from both the township of Bombala and outlying farming areas. Many of our parents also work in the timber industry and our town is surrounded by pine plantations. Our 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 and the Zones of Regulation. The school wide expectations of the PBL process are: to be respectful, responsible 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 extensive technological devices to support and enhance quality teaching. The school has excellent programs in literacy and numeracy, including the Jolly Phonics Program, Building Blocks Mathematics and Focus on Reading (FoR). A wide range of sporting options are offered and sporting teams regularly compete at district and regional level.

Our 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 Bombala and Delegate Schools' Learning Community (Djamalan).

We have a vibrant Parent and Citizens Group who meets once a month and works with our families to raise funds; organise events and generally work so that our school is a hub for our community. We have set up an Aboriginal Education Consultative Group which supports us in providing a rich, cultural education program for all of our students.

We have just undergone an extensive Situational Analysis of our school and our student learning. This analysis looked at our student learning outcomes alongside their well-being outcomes. The results of this situational analysis has led us to developing our three strategic directions for the next four years. These are student growth and attainment; staff Innovation, collaboration and practice and whole school community well-being and engagement.

Bombala Public School will focus on strong foundations for academic success to further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Additionally, we will embrace staff innovation, collaboration and practice in our every day work with our students. We will do this by identifying areas for differentiation and supporting effective classroom practice through targeted, high impact professional learning opportunities. At Bombala Public School there is a strategic and planned approach to develop whole school wellbeing processes so that all students are able to connect, succeed and thrive and learn.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students through effective classroom practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective classroom practice
- Data Skills and Usage

Resources allocated to this strategic direction

Socio-economic background: \$122,816.53

Low level adjustment for disability: \$81,959.88

Literacy and numeracy: \$15,144.00

Integration funding support: \$205,329.00

Per capita: \$30,814.59

Location: \$67,913.45

QTSS release: \$22,872.06

English language proficiency: \$2,400.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve literacy and numeracy, utilising data informed practice whilst being focused upon High Impact Professional Learning. School teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify where individual student's learning stands and where they need to go to next. We employed numerous new pedagogies and staff trained throughout the year to improve student outcomes across literacy and numeracy in 2021. Staff have all been trained in data collection in SCOUT, PLAN 2, Essential Assessment, National Achievement Program - Literacy and Numeracy (NAPLAN), Targeting Early Numeracy, Check-in assessments, Phonological testing and Best Start. Staff are now able to triangulate the data sets, so they can identify explicit teaching and learning. Deep analysis of our data has led to differentiated programs for our children across the school. Alongside the development and training of staff in the area of data usage, we have developed a school programming proforma and a new scope and sequence for literacy and numeracy (this will be amended when we have the new curriculum documents for these Key Learning Areas in the coming year). Staff also engaged in moderation sessions and we began the journey of demonstration lessons and observation cycles to ensure explicit teaching, in line with What Works Best 2020, was being implemented. Significant training across all grades has been undertaken in the area of synthetic phonics so that all students are taught to encode and decode words, utilising this strategy. We have shown exponential growth in the area of reading as a result of this extensive work. Staff have also trained throughout the year in mathematics and wellbeing programs, to enhance their classroom practice across the school.

COVID-19, lock downs and a high turnover of staff has impacted some of these programs, hence, many of them will continue into 2022. The school plans to purchase the Oxford Maths program, alongside Matific to support all students in individualised mathematics, ensuring that differentiation is embedded into planning. We will continue with our moderation, observation and feedback cycles in the future to strengthen quality teaching across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving in the top 2 bands of reading demonstrated by an uplift of 3.7% from the school's system negotiated baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 8.9%. This exceeded our annual progress measure by 5.2%. The school will continue to focus on improvement in reading and embed interventions in 2022.

Increase in the percentage of students achieving in the top 2 bands of numeracy demonstrated by an uplift of 4.4% from the school's system negotiated baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy by 2.7%. The school will continue to focus on improvement in numeracy and embed interventions in 2022.
Increase in the percentage of students achieving expected growth in reading demonstrated by an uplift of 3.5% from the school's system negotiated baseline.	NAPLAN data indicates the percentage of Year 5 students achieving expected growth in NAPLAN reading has increased by 29%. This significantly exceeded our annual progress measure by 25.5%. Ongoing successful programs will be continued in 2022, to ensure that we retain and extend this growth.
Increase in the percentage of students achieving expected growth in numeracy demonstrated by an uplift of 1.9% from the school's system negotiated baseline.	NAPLAN data indicates the percentage of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 14.9% from the baseline data. Progress is yet to be seen towards the target, however, data indicates an increase of 1.61% since 2019. In 2022, the school will implement new programs to support the development of mathematical skills and understanding.
Increase in the percentage of students achieving the expected growth in value added between K-3 towards 'Delivering' and value added 3 - 5, and 5 - 7, increases towards 'Sustaining and Growing' against the School Excellence Framework.	The school has achieved the level of 'Sustaining and Growing' across Years 3-5 and 5-7 value added data. Due to changes in the Best Start Kindergarten assessment in 2018 K - 3 Value added data is not available for 2021.

Strategic Direction 2: High Impact Teaching Practices

Purpose

Bombala Public School embraces staff innovation, collaboration and practice in our every day work with our students while building the capacity of every staff member to meet the needs of every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation in every classroom
- Building the capacity of every staff member

Resources allocated to this strategic direction

Beginning teacher support: \$18,000.00

Professional learning: \$18,694.20

Summary of progress

Differentiation is taking place in every classroom across our school as a result of the ongoing data collection and analysis that every teacher is undertaking. All of our students have been placed on the continuum of learning, using the PLAN 2 tool in literacy and numeracy. Students that require remediation or extension in specific areas of learning have been identified and programs to support these children have been devised. Our COVID ILSP teacher has been working with specific groups of children throughout the year to ensure that these students needs are being met. This program, alongside support from the School Learning Support Officers has enhanced learning across our school for most of the year. Unfortunately, the lock down, cohorting of children and separation of staff interfered with the great gains that were being made earlier in the year, however, ongoing evaluations and differentiation that is evident in every teacher's program attests to the ongoing work that is occurring with every student in our school. We have strengthened every teacher's capacity throughout the year with ongoing professional learning, supporting every teacher in their knowledge of whole school programs and pedagogies. This has ensured that our school has a consistent approach to quality programs that are designed to support and develop the emerging needs of every child within our school.

Future focused planning will continue to build teacher and Student Learning Support Officer (SLSO) capacity through ongoing targeted professional learning. This will occur alongside mentoring, modelling and coaching to further uplift student results across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers effectively use the Literacy and Numeracy Learning Progressions in PLAN2 to assess student progress and achievement.	100% of staff engaged with PLAN 2 training and system negotiated Professional Learning, aligned with their own personal goals. All teachers effectively use the Literacy and Numeracy Learning Progressions in PLAN 2 to track student progress and achievement.
100% of staff will be utilising systems of mentoring, modelling and sharing their expertise to support their personal growth and the personal growth of their peers in teaching and learning.	100% of staff have engaged with the new school-wide programming proformas, which have ensured that differentiation, learning intentions and exit outcomes are being utilised. Mentoring and modelling has been deeply embedded in our practices, seeing significant improvements in the focus area of literacy this year. Staff utilise systems of mentoring, modelling and sharing of expertise to support their personal growth and the personal growth of peers in teaching and learning.
100% of teachers clearly understand, develop and apply a full range of assessment strategies (assessment for learning, assessment as learning and assessment of learning) in determining	100% of staff have completed additional professional learning, during the lock down periods. This has developed their research strategies while upskilling their knowledge on new ways to differentiate for students in their classrooms. Teachers clearly understand, develop and apply a full range of assessment strategies (assessment for learning, assessment as learning

teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.	and assessment of learning) in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
100% of staff PDP's will be aligned to the school plan and will indicate a heightened sense of purpose in their personal planning, to support their personal learning journey. This will be measured by internal staff surveys, Tell Them From Me surveys, People Matter surveys and anecdotal records of discussions in PL meetings.	100% of staff have achieved their own personal professional learning goals and have extended this work with additional research. Staff PDP's are aligned to the school plan and indicate a heightened sense of purpose in their personal planning, to support their personal learning journey. This was measured by internal staff surveys, Tell Them From Me surveys, People Matter Employee Surveys (PMES) and anecdotal records of discussions in professional learning meetings.
100% of teachers utilise the most effective evidencebased teaching methods aligned to school priorities and frameworks so that they optimise learning progress for all students, across the full range of abilities, by employing effective teaching strategies and methods that promote student learning.	100% of staff have been trained in synthetic phonics, which has seen strident growth in student outcomes in the areas of encoding and decoding while reading and writing. Teachers utilise the most effective evidencebased teaching methods aligned to school priorities and frameworks so that learning progress is optimised for all students across the full range of abilities, by explicitly implementing effective teaching strategies that promote student learning.
In the element of <i>Curriculum</i> , School Excellence Framework Self Assessment shows uplift to <i>Sustaining and Growing</i> in the themes: <ul style="list-style-type: none"> • Differentiation 	Self assessment against the School Excellence Framework shows the school is currently performing at <i>Sustaining and Growing</i> in the element of Curriculum and theme: <ul style="list-style-type: none"> • Differentiation
In the element of <i>Learning and Development</i> , School Excellence Framework Self Assessment shows uplift to <i>Sustaining and Growing</i> in the themes: <ul style="list-style-type: none"> • Coaching and mentoring • Professional learning 	Self assessment against the School Excellence Framework shows the school is currently performing at <i>Sustaining and Growing</i> in the element of Learning and Development and themes: <ul style="list-style-type: none"> • Coaching and mentoring • Professional learning

Strategic Direction 3: Whole School Community Well-being and Engagement

Purpose

At Bombala Public School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school well-being
- Community engagement and well-being

Resources allocated to this strategic direction

Aboriginal background: \$15,038.12

School support allocation (principal support): \$13,604.80

Summary of progress

Whole school well-being has been challenging this year, due to the pandemic and ongoing lock downs. Whilst the students have been on site, without parents and carers being allowed in, we have concentrated on providing exciting 'in school' events, like dress up days and special food days. Negotiating the ongoing rules and regulations, while trying to keep our staff and students safe and healthy throughout the year has been a complex task. We have had to keep our children separated, in three different cohorts which has had some impact on students with friends and siblings across cohorts. As the pandemic has continued, we have seen more families being challenged financially and psychologically. We have supported families through the triaging of outside agencies while supporting others through the generosity of our local Community Chest program. We increased our communication with parents through an online forum and worked out how to navigate new and flexible ways to deliver programs and events at school. Transition programs have been challenging this year, however, we have managed to work with parents and carers to ensure that we have reduced anxiety of our children and their families through the negotiation of novel programs. Unfortunately, all of the traditional programs, excursions, sausage sizzles, parent evenings, meetings, fund raisers, fete and so on have not been able to go ahead. Moving forward, we hope that we are able to re-introduce these back into our school routines.

Future focused planning will target strong community engagement to ensure that we are able to rebuild these links between the school and community in the coming year. We will also target our Aboriginal Education Committee between the partnership schools (Djamaralan), so that we are able to work together to produce positive outcomes for cultural learning across our Learning Community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students attending school 90% of the time or more with an uplift of 3.5% to the school's lower bound system-negotiated target being achieved.	The percentage of students attending school 90% of the time or more has decreased by 3.99% from the school's baseline data. Progress is yet to be seen towards the school's lower bound system-negotiated target.
Increase in the percentage of students reporting sense of belonging, expectation for success, and advocacy at school as measured through the 'Tell Them From Me' survey with an uplift of 2.5% being achieved.	The percentage of students that report sense of belonging, expectation for success and advocacy at school has decreased by 11.07% from the school's baseline data. Progress is yet to be seen towards the school's lower bound system-negotiated target.
In the element of Wellbeing, School Excellence Framework Self Assessment shows uplift to Sustaining	Self assessment against the School Excellence Framework show the school is currently performing at <i>Sustaining and Growing</i> in the element of Wellbeing and themes:

<p>and Growing in the themes:</p> <ul style="list-style-type: none"> • Caring for students • A planned approach to wellbeing. • Behaviour 	<ul style="list-style-type: none"> • Caring for students • A planned approach to wellbeing. • Behaviour
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,329.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bombala Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Usage <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSOs have been employed to support all students on Integration funding. These staff work with students to support them in their specific need in the classroom, following the classroom teacher's program. • Additional staffing to assist students with additional learning needs • Implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students demonstrating development and growth in social/emotional areas alongside growth in their academic learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue employing SLSOs to support identified students with additional needs, to support them in their individual learning programs. Ongoing planning and development will be essential to ensure that these students continue to demonstrate growth in the future.</p>
<p>Socio-economic background</p> <p>\$122,816.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bombala Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Usage <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement programs that support identified students with additional needs • Resourcing to increase equitable access to services • Providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: The employment of additional SLSOs in the classroom to support students in their differentiated needs and to support families who are suffering financial difficulties. This funding has been invaluable.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing economic support for our families will be essential into the future (assisting them with food and uniforms). Additional SLSO support will continue to be essential in the classrooms to support the ongoing programs that have been implemented across the school.</p>
<p>Aboriginal background</p> <p>\$15,038.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bombala Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$15,038.12</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency • Staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Ongoing funding has supported our school in cultural awareness and safety. We have been running professional learning for staff to develop understanding and knowledge about cultural perspectives and the importance of including this in classroom programs. We have worked with the whole school in the creation of a bush food and medicine garden as well as creating a 'yarning circle' for our outdoor meetings. Additional funds have been utilised to support Indigenous families in our school who have required support for excursions and sporting events.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing funds will be utilised in the coming year to support our local school Aboriginal community education group (Bombala High School and Delegate Public School). All schools will be contributing funds towards this group to facilitate excursions, professional learning, meetings and ongoing programs throughout the year. Ongoing funding for the Aboriginal Education Group in our school and to support plans for an Indigenous Games Event in the coming year will be essential.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bombala Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Usage <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives • Additional staffing to provide intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Student improvement in all key learning areas as indicated in data collected throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing support to assist students in their learning, with differentiated programming and additional support from SLSOs.</p>
<p>Low level adjustment for disability</p> <p>\$81,959.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Bombala Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Usage <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$81,959.88</p>	<ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Targeted students are provided with an evidence-based intervention program to increase learning outcomes <p>The allocation of this funding has resulted in: Ongoing planning and programming for these students is evident in every teacher's program. Differentiation along with the support of SLSOs is provided to ensure that all students who require additional support are given time.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will continue for SLSOs in 2022 as it is essential to support all students.</p>
<p>Location</p> <p>\$67,913.45</p>	<p>The location funding allocation is provided to Bombala Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Usage <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • Incursion expenses • Student assistance to support excursions • Technology resources to increase student engagement <p>The allocation of this funding has resulted in: Location funding enables us to support our students and families in the delivery of excursions, incursions and helps with sporting events. Following the bushfires, there has been an increased need for support. This funding has supported those families needing extra support services and assistance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing allocation of this funding to support families will be essential into the future, as during COVID lock downs, more of our families have requested support for excursions as well as general ongoing support for supplies and basic needs.</p>
<p>Professional learning</p> <p>\$18,694.20</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bombala Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation in every classroom <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Sending staff to Professional Learning in the areas of Literacy, Numeracy, HSIE, Science and Technology, PDHPE, behaviour management and well-being. <p>The allocation of this funding has resulted in: Ongoing Professional learning has been invaluable this year, to ensure that</p>

<p>Professional learning</p> <p>\$18,694.20</p>	<p>all staff have had the opportunity to upskill themselves in the areas that they personally have identified as areas of need and interest for personal development. We have really embraced this learning during the COVID lock down periods.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing Professional Learning will be essential for all teachers as we have planned to engage all staff in new learning within the 2022 School Planning cycle. This new learning will be targeting Literacy, Numeracy and wellbeing. We hope to lift data sets in these three areas with ongoing support.</p>
<p>Beginning teacher support</p> <p>\$18,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Bombala Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation in every classroom <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Ongoing mentoring, monitoring and Professional Learning to support early career teachers. <p>The allocation of this funding has resulted in: Ongoing mentoring, observations, discussions and Professional Learning by outside agencies has enhanced the development of our beginning teachers this year. They have embraced all of the new learning and incorporated this into their classroom programs as has been evidenced during supervision.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning as well as mentoring will continue in 2022 for these teachers, so that they feel that they are fully supported in their work.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Bombala Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school well-being <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A relief SAO is employed to support the Principal in the delivery of emails and Facebook messages for parents and carers. She also designs promotional posters for our school and plans activities for students to bolster their excitement about being at school. <p>The allocation of this funding has resulted in: This support has been invaluable for the Principal as the SAO also supports the principal by typing documents and completing other administrative tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing utilisation of this funding to support the Principal will continue in 2022 as this support is much needed.</p>
<p>Literacy and numeracy</p> <p>\$15,144.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bombala Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$15,144.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Skills and Usage <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Targeted professional learning to improve literacy and numeracy • Resources to support the quality teaching of literacy and numeracy • Purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Ongoing training and development has seen an uplift in student results across the school in both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing targeting of funding to support Professional Learning for all staff, alongside mentoring and monitoring of teachers and differentiation in every classroom will enable our school to further lift results in the coming year.</p>
<p>QTSS release</p> <p>\$22,872.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bombala Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Usage <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Ongoing, consistent work with teachers and SLSOs to work with students in the area of differentiation that has been informed by individual student data has seen an uplift of student data in Literacy and Numeracy, particularly the area of reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Mathematics will still need to be an area of concentrated focus for 2022. Despite the uplift in data this year, we have not achieved our baseline data that was set in Numeracy for 2021. We will work diligently in this area in 2022. Ongoing work in the area of Literacy will continue, so that our student data and results continue to be on an upward trajectory.</p>
<p>COVID ILSP</p> <p>\$103,249.80</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Development of resources and planning of small group tuition • Employment of additional staff to support the monitoring of COVID ILSP funding

<p>COVID ILSP</p> <p>\$103,249.80</p>	<p>The allocation of this funding has resulted in:</p> <p>This program has been somewhat of a success throughout the year. We have had issues with staffing, alongside lock downs and the cohorting of staff and students, meaning that we have had to divide the case load among other staff, to ensure that individual programs continue to run for students on the program. Data, however, has indicated growth for the majority of the students that have been supported through this program</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding for this program will continue into 2022. This will be well utilised to support our students in their learning. Despite the lock downs and all of the disruptions this year, our data indicates that our students continue to improve in their learning outcomes in both Literacy and Numeracy. This program will be embedded throughout our school in the coming year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	59	67	65	72
Girls	72	69	60	57

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	89.6	96	89.8
1	90.2	93.3	92.1	88.9
2	92.4	90.6	94	90.5
3	95.6	89.9	91.1	92.3
4	91.9	95.6	93	90.3
5	91.1	92.6	91.8	92.4
6	90.8	92.7	93	91.1
All Years	91.9	91.9	93.1	91
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	5.86
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	549,097
Revenue	2,048,767
Appropriation	2,030,914
Sale of Goods and Services	5,556
Grants and contributions	11,947
Investment income	350
Expenses	-1,958,879
Employee related	-1,680,592
Operating expenses	-278,287
Surplus / deficit for the year	89,888
Closing Balance	638,985

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.

	2021 SBAR Adjustments (\$)
Targeted Total	144,827
Equity Total	222,214
Equity - Aboriginal	15,038
Equity - Socio-economic	122,817
Equity - Language	2,400
Equity - Disability	81,959
Base Total	1,327,829
Base - Per Capita	30,815
Base - Location	67,913
Base - Other	1,229,102
Other Total	74,583
Grand Total	1,769,453

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.

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.

Parent/caregiver, student, teacher satisfaction

We have surveyed our entire school community this year, including our parents and carers; our students and our school staff. The results of these surveys are as below:

Parents and Carer: Week 6, Term 3 Phone Survey (25% of parents were surveyed)

We asked our parents about the three most successful things that the school does to improve students' learning and they told us that we are caring; that we look after the specific needs of each child; we're friendly and provide an inviting environment.; we cater for individual learning needs; provide great assemblies and parent meetings; we hold community barbeques which are well-attended; we provide a warm, open and caring atmosphere that encapsulates our PBL program; we have great learning support teachers; we provide a healthy environment and the children always feel safe at school. We also asked our parents and carers about the three things that our school could do better, to improve student learning and most of the replies were positive with parents and carers saying that we did an excellent job and that they were happy with the work that we do with their children.. Some parents wanted more learning support workers, working with the children, teaching them how to make friends. The three most successful things that our school does to involve parents, family, friends and community members are community barbeques; open classrooms and sporting days. Parents have stated that our communication is wonderful and open (both online and in our newsletters). We will continue to work with our community to improve community engagement in the coming year and we will continue to contribute school funds towards SLSOs that support children across all of our classes.

Students: Tell Them From Me Survey, Term 4.

Our Tell Them From Me Survey indicated that a noteworthy percentage of students indicated that they try really hard to succeed at school and that their learning time in the classroom is effective. They also felt that the courses were relevant and that teachers gave them effective feedback about their work. Students participate to a high rate in sports at school and they are keen to participate in extracurricular activities outside the school gates as our town is an extremely sporting town. We had a lower rate of students feeling a positive sense of belonging. Upon discussion, the students indicated that cohorting and being restricted in their friendship groups, due to the pandemic, affected their feelings of belonging. They also indicated that the high turn-over of staff also affected their positive feelings. A significant number of students have positive relationships at school. 86% of students indicated that they really value schooling outcomes, however, only 25% of students indicate that they have positive homework behaviours. Most students indicated that they maintain positive behaviours at school while a significant number of students indicated that they are interested and motivated while at school. A small percentage of students indicated that they were bullied at our school, however, the majority of students surveyed knew where to seek help if they were bullied. This concern is currently being addressed through the Positive Behaviours for Learning program. Significant numbers of students indicated that they felt that they had advocacy at school with positive student-teacher relationships and that they were learning in a positive learning environment. Most students had a high expectation of success while at school. 98% of our students were born in Australia and 26% of our children indicated that they were of Indigenous descent (we only have 14% of students indicating their Aboriginality). 40% of students expect to go to University when finishing school and 40% of students indicate that they feel good about their culture. 25% of students believe that teachers understand their culture and the majority of students feel a strong sense of school pride. 80% of students have a high level of perseverance, while a large percentage of students have a positive growth orientation.

Staff: Survey, Term 4,

A survey of all staff was taken in September, 2021. The surveys were mostly positive and constructive. Our staff have been under a lot of pressure over the past few years, navigating home schooling, students placed in cohorts, additional planning, programming and additional duties on the playground. In the meantime, we have had enormous staff turnover. The majority of staff indicated that they are able to manage the added work load; that they collaboratively shared the planning of activities and lessons with colleagues and that they aimed to maintain balance and keep the hours that they work in check. Many have been working many additional hours, despite their best intentions. It has been very difficult for staff to celebrate the classroom successes, due to the cohorting and social distancing rules in the past year. Many have exalted their personal strengths that have been additional assets for our school team and they are proud to be enthusiastic members of the school community. Some staff have indicated that they have been experiencing signs of stress over recent months, however, most are trying to go for walks and trying to focus on activities that bring them joy. We encouraged all staff to schedule time for activities that they enjoy. Some staff found it hard when not seeing their colleagues during lockdown and they really missed the children. Teachers felt that they had a deep connection with the community and that this was still maintained through 'lockdowns'. Staff indicated that they are valued by the leadership team and that they are an important part of our school team.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.