

2022 Annual Report

Bombala Public School



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Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

2022's School Achievement was significantly impacted by the ongoing absences of staff (due to illness and higher duties) as well as a severe staffing shortage. We look forward to 2023, where we will have a full complement of full-time staff for the first time in three years.

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: \$102,142.00

Professional learning: \$19,179.95

Location: \$70,380.28

Low level adjustment for disability: \$25,406.59

Per capita: \$32,595.65

Integration funding support: \$170,397.00

Literacy and numeracy: \$1,999.99

Summary of progress

• Effective classroom practice

Our focus in 2022 was on the use of highly effective teaching practices to improve student learning, particularly in reading and numeracy. Focusing on High Impact Professional Learning, staff were guided through the process of developing consistent evidence-informed practices across the school. A whole school teaching and learning program was developed for consistency across the school. Staff have embraced all of the new learning and have made changes to their teaching and learning programs to include Learning Intentions and Success Criteria in the areas of reading and numeracy. All staff are including Learning Progressions in their programming. Student outcomes are tracked through the PLAN 2 platform to monitor student growth.

• Data Skills and Usage

Within this initiative a targeted staff member was engaged in professional learning around essential assessment and student data was collected and analysed to inform next steps within classroom programs. Extra support groups were created to target specific areas of need, especially in numeracy reliant on the data provided through formative and summative assessment. All students, including those in particular focus groups were tracked through the use of PLAN2 and staff used the Learning Progressions to continue each students learning journey.

In 2023 while focusing upon this initiative, we will work with staff to further their programming strategies to include the Google platform while embedding quality teaching practices in the classroom. The school will prioritise establishing a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school. Data will continue to be used to inform teaching and learning. We will continue to build teacher capacity through data analysis strategies and work with CESE's 'What Works Best' 2020 update to enhance strategies chosen.

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 the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 9% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a decrease of 0.09% in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating the school did not achieve the system-negotiated target.

<ul style="list-style-type: none"> • Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 8.8% from baseline data towards the system-negotiated target. 	<p>2022 NAPLAN data indicates an increase of 2.49% in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data, however, the school did not achieve the system-negotiated target.</p>
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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

Socio-economic background: \$70,206.55

Low level adjustment for disability: \$57,460.50

Literacy and numeracy: \$13,144.02

QTSS release: \$24,593.09

English language proficiency: \$2,400.00

Summary of progress

- **Differentiation in every classroom**

Differentiation for student learning has been a focus for our school this year. We have led High Impact Professional Learning with a focus on individual student learning and attainment. Teachers have been given ongoing programming support, professional learning specific to differentiation while programming and teaching in the classroom. We have focused upon building staff capacity, by giving mentoring and team-teaching support as well as time to focus upon programming. Teaching and learning programs were analysed in relation to differentiation and feedback was given to staff on how to improve adjustments for individualised learning outcomes of students. There was a focus on building specific plans to target the differentiation of students to ensure all students were working within and beyond their identified level.

Building the capacity of every staff member

Professional dialogue and learning has taken place weekly during Professional Learning time, where staff worked through multiple activities presented by the LEED capability building team. Of particular focus, staff were trained in the use of 'Learning Intentions and Success Criteria' based on the learning progressions and how to embed this strategy into their programs. This informs and supports explicit differentiated teaching to student need. Consistent teacher judgement staff meetings were held to ensure a whole school approach in analysing student work samples and ensuring this aligned to teaching and learning programs.

In 2023, we will continue to focus upon building staff capacity to ensure that differentiation occurs in every classroom. We will work with staff to establish a process to provide staff with further feedback on the implementation of their teaching and learning programs, addressing a gap in sections of programming as identified in our School Review process. This will support further improvement in teaching practice across the school. There will be ongoing professional learning for staff to engage in the High Potential Gifted Education resources to ensure that students are stretched beyond their current level of attainment. Continued work will be completed in consistent teacher judgement ensuring all staff members are engaged and understand the school processes.

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 the proportion of Year 5 students achieving expected growth in NAPLAN reading by 3.55% from baseline data towards the system-	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

negotiated target.	
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 4.4% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

School support allocation (principal support): \$13,945.00

Aboriginal background: \$18,295.37

Summary of progress

• Whole school wellbeing

Whole school wellbeing initiatives for staff and students were an ongoing focus throughout 2022. Like most schools, Bombala Public School faced the challenges related to Covid restrictions which impacted staff availability and personal wellbeing. Despite this fact, Bombala Public School was committed to ensuring every student had a variety of extra-curricular activities they could become involved with to support positive relationships and enhance their sense of connection and belonging to the school. Bombala Public School investigated and prioritised several wellbeing programs including; Dogs Connect program, Breakfast program, Yarning Circle, Positive Behaviour for Learning and an extended Transition Program for students in Year 6 going into Year 7. School staff roles and timetables were established, embedding these programs, with the aim to strengthen student voice and involvement. Student and staff feedback on the success of these programs was very positive with a notable consensus highlighting the quality of the programs rather than quantity which captured student engagement.

During semester two we saw a slight increase in the whole school attendance rate by 3.5% compared to semester one. The school initiated strengthened student attendance monitoring systems with more consistent communications and enhanced messaging to students about positive school attendance. The continuing implementation of the Department of Education's Attendance Policy at Bombala Public School will be reviewed and will be a focus for further development throughout 2023. An attendance team will be established to strengthen protocols and processes for the monitoring of student attendance, instigating targeted multi-tiered interventions and strengthening partnerships with families to support improved student attendance.

In 2022, Positive Behaviour for Learning (PBL) structures continued to drive key systems in the school which continues to support a positive school culture. In 2023, Bombala Public School be reviewing, refining and implementing a proactive approach to whole-school wellbeing by reinvigorating the school's approach to PBL while also shifting focus and investment to support strengthened collaborative implementation of the Berry Street Educational Model for Trauma Informed Practice teaching strategies.

• Community engagement and wellbeing

Community engagement and participation continued to be a focus throughout 2022 with the school strengthening existing, and establishing new connections, to services and agencies to support and enhance community engagement and wellbeing. Bombala Public School are proud of the dedicated investment put into the implementation of a range of support and intervention programs which were tailored and fit for purpose. Such programs included; Pre-School Early Intervention Programs, Safe Sports Play Program, Peer Support Programs, Family Support Programs and Transition Programs.

Although Covid certainly posed restrictions on gatherings and ways of working and celebrating, Bombala Public School maintained a focus on ensuring, as much as possible, that families were involved with the student learning journey. During 2022, parents and families were welcomed into the school as much as possible to share in celebrations, assemblies and conversations focused on their child's learning. In 2023, the school will be implementing a slight change in the traditional methods of parent teacher interviews and will be moving to the 'Three-Way Conferencing' model which equally includes the student's voice when evaluating students' performance and goal setting.

Bombala Public School thrive on ensuring great work and student successes being achieved in the school are also being

shared with families and community and now we are at the back end of Covid, Bombala Public School will dedicate even more energy on emphasising greater involvement of families and community in the physical sense by encouraging participation at events. In 2023, Bombala Public School will ensure the message, 'we value a joint partnership' reaches all families ensuring effective community engagement and participation.

In 2023, the school aims to have all of the permanent staffing positions filled, alongside two extra Assistant Principal positions. By having permanent classroom teachers and additional permanent executive staff the school will develop capacity in building a cohesive team to implement and support processes focusing on learning, wellbeing and engagement of our whole school community. Bombala Public School will ensure there are regular review and feedback opportunities for staff, students and parents to ensure continuous improvement. The school will initiate a staff Wellbeing Team to lead the development, implementation and monitoring of a planned approach to staff wellbeing and professional development. Bombala Public School will continue to refine and support the important work of the additional programs across the school such as; PBL Lessons, Peer Support Programs, Lunchtime Clubs, Three-Way Conferences to ensure all students are feeling known, valued and cared for.

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
<ul style="list-style-type: none"> • Increase the proportion of students attending school 90% of the time or more by 3.5% from baseline data towards the system-negotiated target. 	Attendance data indicates a decrease of 32.53% in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target.
<ul style="list-style-type: none"> • Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target. 	Tell them from Me (TTFM) data indicates a decrease of 5.3% in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress yet to be seen toward the system-negotiated target. There was an increase of 5.77% since 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$170,397.00</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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around • consultation with external providers <p>The allocation of this funding has resulted in the following impact: Students on Integration funding support have benefit from a wholistic program that serves their individual needs. Student growth in key learning areas is evident and Individual Education Plans indicate growth in most of the student's personal behavioural goals .</p> <p>After evaluation, the next steps to support our students will be: Ongoing work to ensure that all teachers are following the whole school approach to new pedagogy and procedures will be essential in 2023. Ongoing support of students through individual planning, alongside the support of School Learning Support Officers will be essential in the future, to ensure the personal growth of all of the students on this program.</p>
<p>Socio-economic background</p> <p>\$172,348.55</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 • Effective classroom practice • Differentiation in every classroom • Building the capacity of every staff member <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through TEN training to support student learning • professional development of staff through phonological awareness to support student learning • employment of additional staff to support targeted program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All students had access and resources required for specific programs. Staff training and development was essential and this has resulted in excellent results in student attainment across most of our junior classes.</p> <p>After evaluation, the next steps to support our students will be: To develop the capacity of new teachers will be essential in the future. The SLSO support is invaluable in these small group sessions and will continue.</p>
<p>Aboriginal background</p> <p>\$18,295.37</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</p>

<p>Aboriginal background</p> <p>\$18,295.37</p>	<p>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>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"> • creation of a school based Junior AECG • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • release for staff member to attend State AECG meetings due to the local AECG being in recess • resourcing for the Food and Medicine Garden Program <p>The allocation of this funding has resulted in the following impact: Our students meet as a junior educational community to work through cultural belonging; information about country; meeting elders and being a part of a bigger local family. Funding also supported students in their individual learning in the classroom and assisted in meeting their PLP goals.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support of our students through cross curriculum programming in the coming years. Supporting the work done in the Junior AECG. Ongoing work with the Food and Medicine Garden and Indigenous Games. Ongoing support of students in class programs.</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"> • Differentiation in every classroom <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • professional learning of staff in targeted areas <p>The allocation of this funding has resulted in the following impact: Ongoing professional learning for staff has improved the wellbeing of students across the school as evidenced in our Tell Them From Me results. This has seen an increased sense of belonging in our school. Student results have all shown improvement on the PLAN continuum due to differentiation.</p> <p>After evaluation, the next steps to support our students will be: Concentrate on embedding Personal Goals for students to support their sense of wellbeing, sense of being known and sense of belonging.</p>
<p>Low level adjustment for disability</p> <p>\$82,867.09</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 • Differentiation in every classroom

<p>Low level adjustment for disability</p> <p>\$82,867.09</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 programs to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Staff skills and knowledge has developed as a result of professional learning. The majority of students have shown growth in phonological awareness. and spelling.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we plan to start the year with a comprehensive assessment regime, so that we are able to pick up the students who require additional support within the first few weeks. We will also be training our new LaST in Multi-Lit, Miscue analysis and SENA testing, building the capacity to support students as well as classroom teachers. Continuation of SLSO support will occur.</p>
<p>Location</p> <p>\$70,380.28</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 • staff engaged in professional learning targeting the Literacy and Numeracy Progressions and PLAN2 <p>The allocation of this funding has resulted in the following impact: This funding has had a significant impact on our students and their families. We have been able to ensure that students have all been supported in their attendance of school excursions; have had access to healthy food in the morning and have been able to provide uniforms creating a sense of belonging and increasing wellbeing. Staff have increased the knowledge and skills from involvement in professional learning.</p> <p>After evaluation, the next steps to support our students will be: Continuation of professional learning for staff and providing financial support to families through subsidising excursions.</p>
<p>Professional learning</p> <p>\$19,179.95</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"> • Data Skills and Usage • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff release to engage in professional learning • course fees <p>The allocation of this funding has resulted in the following impact: Professional Learning has developed the capacity of many of our staff in targeted areas such as technology use and using Zones of Regulation within the classroom.</p>

Professional learning \$19,179.95	<p>After evaluation, the next steps to support our students will be: Ongoing work on programming will take place in the coming year, and using digital platforms so that resources and programs are able to be shared. Student wellbeing programs, including Zones of Regulation; PBL and Peer Support will continue for our school, to raise the Wellbeing of all students across our school.</p>
Literacy and numeracy \$15,144.01	<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 including:</p> <ul style="list-style-type: none"> • Effective classroom practice • Differentiation in every classroom <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 • employment of an additional Student Learning and Support Officer (SLSO) <p>The allocation of this funding has resulted in the following impact: Scout training, PDP training, LISC, PLAN2 and data collection was undertaken and increased staff knowledge in these areas.</p> <p>After evaluation, the next steps to support our students will be: In 2023, staff will train in the Seven Steps pedagogy on the first Staff Development Day. The Super Six strategies training will be being undertaken early in Term 1, due to the onboarding of teachers that have expertise in this area.</p>
QTSS release \$24,593.09	<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"> • Differentiation in every classroom <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional release time to support classroom programs • engagement in professional learning about the assessment cycle, formative and summative assessment measures, data analysis, differentiation, consistent teacher judgement and learning progressions <p>The allocation of this funding has resulted in the following impact: Ongoing training has been evident throughout the year, with all staff utilising the new programming model which ensures that all students are placed on the PLAN2 continuum. Differentiation and clear evaluative strategies were utilised in these programs. Student data has been collected and PLAN2 data shows growth of students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the K-2 new curriculum will be embedded into practice and we will be utilising the draft 3-6 syllabus as well.</p>
COVID ILSP \$82,600.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>COVID ILSP</p> <p>\$82,600.00</p>	<p>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"> • Activities that we had planned for this program did not proceed as we were unable to secure a staff member in this position due to staff shortages. <p>The allocation of this funding has resulted in the following impact: This year, we have been unable to spend the allocated funds, due to a staffing shortages.</p> <p>After evaluation, the next steps to support our students will be: As this program didn't proceed, we will be focusing on classroom differentiation and support for students who need additional attention.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	67	65	72	63
Girls	69	60	57	55

Attendance at our school has declined due to large cohorts of students of students leaving Year 6 and smaller cohorts of students enrolling at the start of Kindergarten. We anticipate that we will have even lower numbers at the start of 2023. We do, however, anticipate that we will enroll additional students throughout the year, as has been the trend over the past few years.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	96.0	89.8	79.6
1	93.3	92.1	88.9	78.3
2	90.6	94.0	90.5	84.9
3	89.9	91.1	92.3	84.1
4	95.6	93.0	90.3	84.4
5	92.6	91.8	92.4	87.6
6	92.7	93.0	91.1	85.5
All Years	91.9	93.1	91.0	83.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance is monitored weekly by the Principal. Parents are called when absences without reason are marked and these records are rectified. Excellent attendance is celebrated each term, with Attendance Certificates and Attendance Badges. At the end of 2022, excursions were marked as absences on our third party system, affecting our attendance data. In terms One and Two, we had a large wave of COVID 19 go through our school, significantly affecting our attendance data.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.87
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	506,803
Revenue	2,097,179
Appropriation	2,066,385
Sale of Goods and Services	4,299
Grants and contributions	23,290
Investment income	3,205
Expenses	-2,082,494
Employee related	-1,680,530
Operating expenses	-401,964
Surplus / deficit for the year	14,685
Closing Balance	521,488

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.

	2022 SBAR Adjustments (\$)
Targeted Total	170,397
Equity Total	275,911
Equity - Aboriginal	18,295
Equity - Socio-economic	172,349
Equity - Language	2,400
Equity - Disability	82,867
Base Total	1,347,694
Base - Per Capita	32,596
Base - Location	70,380
Base - Other	1,244,718
Other Total	226,127
Grand Total	2,020,129

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

Parents and Caregivers: Tell Them From Me Survey, Term 4.

Parents and Caregivers were surveyed to ascertain their views on our school. There were no negative survey results with regards to our school maintaining clear communication with our families. There were, however, suggestions of the school using third party systems for communication, alongside Facebook, newsletters and emails. Parents indicated that they feel confident when contacting the school when they have a concern. They are comfortable when they contact their child's teacher. They believe that the school supports them when resolving issues for their children. Most do not want to join the P&C. Some parents indicated that they would like an interactive app, for quick questions. Parents have requested more parent/teacher interviews (perhaps once per Term) and more school events where parents can attend.

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 sporty town. Our students have raised their feeling of a positive sense of belonging at school this year. Upon discussion, the students indicated that cohorting and being restricted in their friendship groups, due to the pandemic, affected their feelings of belonging in the previous year. 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. 73% of students indicated that they really value schooling outcomes, however, only 27% 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 lower 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 alongside the introduction soon of the Zones of Regulation in our school. 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. 92% of our students were born in Australia and 20% of our children indicated that they were of Indigenous descent (we only have 14% of students indicating their Aboriginality in enrolment information). 44% of students expect to go to University when finishing school and 50% of students indicate that they feel good about their Aboriginal culture. 25% of students believe that teachers understand their Aboriginal 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: Tell Them From Me Survey, Term 4.

This year, we have had enormous staff turnover and shortages during the pandemic which affected teacher wellbeing and created a situation where 63% of staff reported feeling burnt out when surveyed towards the end of Term Four. 60% of staff are positive about inclusion and diversity. 58% are positive about job purpose and enrichment. 57% of staff report positive job satisfaction and 57% are positive about our ethics and values in our school. 52% reacted with positive results to risk and innovation in our school. 55% of staff felt positively towards the recognition that the DoE gives them. 58% believed that they had employee voice and 50% were fully engaged in the processes offered to us by the DoE. 50% of staff surveyed positively towards flexible working conditions. Role clarity surveyed positively at 45% of staff. Online learning was ongoing during Professional Learning time, while being separated by restrictions, leading to 44 % of staff feeling positive about Professional Learning. 42% of staff were positive about our customer service. Grievance handling was at 38% of staff being positive. 35% were positive about decision making and accountability. 35% were positive about teamwork and collaboration, while 28% of staff feel positive about feedback and performance management. 22% of staff feel positive about pay and recruitment processes.

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.