School context statement
Bombala Public School is a rurally remote school which enjoys strong community support. The school is located two hours from our national capital – Canberra and approximately one and half hours from the coast. We have the opportunity to enjoy the recreation offered by the Snowy Mountains. The students are influenced by the rural setting, as our families are reliant on the agricultural resources of the area. We have a very strong timber industry and farming sector as well as businesses that service these organisations.

The school is well resourced and utilises technology to reduce aspects of rural isolation. Each classroom has an interactive whiteboard and a number of computers per room to ensure that students grow in confidence in the use of technology, enhancing a 21st Century learning environment.

Sport plays an important role within the school and community. There are a number of clubs that the students and families can be involved in and this translates to our students having a healthy competitive nature. Our students live healthy lifestyles and enjoy the opportunity pursue outdoor activities.

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>School Dec Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
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<td>90.2</td>
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<tr>
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<td>92.7</td>
<td>93.6</td>
<td>93.1</td>
<td>94.7</td>
<td>92.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
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<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>3</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>5</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>6</td>
<td>94.1</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of Non-attendance
Continual attendance at school by school aged children is a legal obligation for all parents and caregivers.

Our roll marking system using SENTRAL Software ensures that parents are aware of the need to explain absences and late arrivals to school. This system has been very effective in ensuring student attendance is well monitored.

Continued or unexplained absences are followed up by the school and then the Home School Liaison Office (HSLO).

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policy.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>40 days</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Bombala Public School has no Indigenous Staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Bombala Public School staff continued to maintain their professional development through participation in various courses during the year. The continual updating of professional development ensures that our staff is current in their practices and has the skills to engage our students with innovative teaching and learning pedagogy.

- We have continued with the Language, Learning and Literacy (L3) program which has benefited the Kindergarten, Year 1 and 2 classes. Three teachers have been engaged in this program which has supported significant improvements in student learning outcomes,
- Staff participated in the mandatory Code of Conduct course and an update in Child Protection,
- Some staff also completed training in Merit Selection,
- All staff completed the Nonviolent Crisis Intervention Training in term 2,
- The sports coordinator completed an Athletics Level C Officials Accreditation,
- Professional development was provided for the planning and implementation of the new Science Curriculum throughout the year,
- A number of staff completed training in MGoals and PLAN Maths assessment strategies,
- In term 4, staff updated their CPR training, along with Asthma and Anaphylaxis e-learning; and
- This year’s teacher-librarian also completed relevant training pertaining to her position throughout the year.

Beginning Teachers

There are no teachers at Bombala Public School who are considered to be beginning teachers.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>150,731.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>128,954.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>141,695.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>57,043.96</td>
</tr>
<tr>
<td>Interest</td>
<td>4,641.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,101.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>342,437.60</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | 28,266.80  |
| Excursions                 | 22,909.40  |
| Extracurricular dissections| 23,584.51  |
| Library                    | 3,947.29   |
| Training & development     | 5,589.77   |
| Tied funds                 | 131,040.36 |
| Casual relief teachers     | 38,095.79  |
| Administration & office    | 48,617.07  |
| School-operated canteen    | 0.00       |
| Utilities                  | 17,947.25  |
| Maintenance                | 11,180.77  |
| Trust accounts             | 9,900.3    |
| Capital programs           | 22,594.21  |
| **Total expenditure**      | 363,673.52 |
| **Balance carried forward**| 129,495.18 |

Bombala Public School has maintained a healthy budget for 2014. We have been able to draw on reserves to provide added educational benefits for our students to reduce the aspects of rural isolation. The school has continued to put monies aside to ensure there are sufficient funds to maintain/update major resources.

A full copy of the school’s 2014 financial statement is tabled at the annual general of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Our NAPLAN results indicate that 13% of our students were proficient (top 2 bands in NAPLAN) in Reading; 7% in spelling and 13% in Grammar and Punctuation. As there is a large percentage of students achieving in the lower bands these areas will continue to be a focus in 2015.

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>321.9</td>
<td>387.7</td>
<td>416.3</td>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>100%</td>
<td>40%</td>
<td>20%</td>
<td>10%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>6.3</td>
<td>21.5</td>
<td>25.3</td>
<td>16.5</td>
<td>8.9</td>
<td>21.5</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>8.4</td>
<td>14.8</td>
<td>21.1</td>
<td>25.1</td>
<td>17.1</td>
<td>14.2</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
<td>9.9</td>
<td>15.3</td>
<td>22.6</td>
<td>18.5</td>
<td>27.6</td>
<td></td>
</tr>
</tbody>
</table>
NAPLAN Year 3 - Numeracy

In Numeracy our school has 13% of students in the proficient band (top 2 bands in NAPLAN) and 60% in the middle bands.

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>26.7</td>
<td>33.3</td>
<td>20.0</td>
<td>6.7</td>
<td>13.3</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>11.3</td>
<td>16.3</td>
<td>18.8</td>
<td>23.8</td>
<td>18.8</td>
<td>11.3</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>6.3</td>
<td>16.0</td>
<td>28.3</td>
<td>25.2</td>
<td>17.2</td>
<td>7.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>12.6</td>
<td>20.7</td>
<td>23.2</td>
<td>23.0</td>
<td>16.4</td>
</tr>
</tbody>
</table>

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

Our Year 5 students performed well in Literacy with only 6% of our students in the lower 2 bands and 12% in the top 2 bands for reading and spelling. These areas will continue to be a focus in 2015.

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>470.1</td>
<td>478.9</td>
<td>497.3</td>
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</table>

Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>466.6</td>
<td>489.8</td>
<td>502.7</td>
</tr>
</tbody>
</table>
In Numeracy our school has 18% of students in the proficient band (top 2 bands in NAPLAN) and 76% in the middle bands.

NAPLAN Year 5 - Numeracy

In Numeracy our school has 18% of students in the proficient band (top 2 bands in NAPLAN) and 76% in the middle bands.
Other achievements

Sport

Students have been engaged in a variety of sporting opportunities at Bombala Public School. They have participated in Swimming, Athletics, Cross Country, Skiing, Netball, Touch Football, AFL, Country Rugby League, Backyard League Skills; and Active After School Sports activities in Swimming, Netball, Athletics and Golf. Bombala Public School families and community have been very supportive of their children’s participation in these sporting endeavours. The assistance they have provided has been pivotal to the success of our students and their achievements. Students have represented the school, district, zone and region in PSSA sporting events. The girls Netball team progressed to round 4 of the PSSA Knockout Competition and the boys Touch Football team also progressed to round 3 of the competition. Weekly PE programs and Friday afternoon sport have also seen students engaging in a healthy and active lifestyle at school.

The Arts

Visiting Artists

As Bombala is a rurally isolated school there is a focus on providing a range of cultural activities for our students. Each term the school subsidises visiting artists and programs based around the key learning areas to ensure access and equity for all students. This year the children participated in a wonderful puppet show, a cultural visit from ‘Adamaborigianal’ and “The Right Balance’ which presented strategies for building positive relationships

During the year we were fortunate to host a group of young musicians from the Sydney Conservatorium of Music. The interactive performance provided students with a wonderful insight to the world of music and talent.

K-6 Production – ‘Masquerade’

Our biannual school production hit the stage in September when all children from K-6 participated in a singing and dancing extravaganza. The play, set in an Italian village during the Renaissance, with the usual amount of royalty and peasants, had a great story line which ended with a “happily ever after” moment. During the production a dance teacher was employed to develop the choreography. Masks were made to enhance the costumes made by staff and parents. An audience of over 500 enjoyed this performance and helped students and staff celebrate a term of hard work.

Band

A music specialist was employed to tutor students from Years 3-6. This program was offered as an optional activity for these students. This year the band played in the school musical, and also performed at the Formal Presentation Assembly.

Principal’s Public Speaking Competition

An annual public speaking competition is organised by the Principals of the district primary schools. There is strong community involvement as the Bombala Rotary Club host the occasion and donate the trophies. Year 6 students from each school compete to develop public speaking skills. This year, Mackenzie Phillips from Bombala
Public School won the competition, with the well-researched topic - ‘Public Speaking’!

**Book Fair and Book Character Day**

In term 2 our school library hosted a Book Fair. Each afternoon for a week students, parents and community members browsed and bought books, gifts, and posters. The result of this school community support was a phenomenal commission that saw our library collection boosted by over $900 worth of new books. This ensures our students access to new and exciting reading material in the school library.

In Term 3 we also hosted a Book Character Dress-Up and Parade Day. Run in conjunction with Education Week, there was a focus on reading and books which saw all students and teachers transformed into an array of characters. Students from Bombala Preschool joined with our Kindergarten students and participated in the parade and book-related activities. It was a wonderful opportunity to showcase our commitment to literacy and reading.

**National Young Leader’s Day**

Each year the Students in Year 6 are invited to participate in the National Young Leaders Day coordinated by the Halogen Foundation in Sydney. The conference provides our school leaders with a wonderful opportunity to mix with peers from across the state, and to access inspirational stories from leaders from all walks of life.

**Grandparents Day and Open Day**

In term 4 we hosted a fantastic Open Day at the school for all our community but most especially for the grandparents of our children, followed by an entertaining assembly. There was a great response from all who attended and they are eagerly looking forward to next year’s visit.

**Excursion**

**Kindergarten Excursion**

This year Kindergarten travelled down the coast for the day. They visited the Merimbula Aquarium where they were engaged in the underwater world and its creatures. Afterwards, they went to the Farmyard Nursery an Oaklands Barn in Pambula where the children enjoyed learning about various animals.

**Year 1 & 2**

This year the Year 1 and 2 classes travelled to Eden and Merimbula to discover and explore a variety of marine life at the Sapphire Coast Marine Discovery Centre and the Merimbula Aquarium. This was linked to the Science Curriculum and Year 2 particularly enjoyed being able to practice their investigative science skills.

**Year 3**

Year 3 participated in an educational trip to Bournda National Park during term 4. The students were engaged in a fishing program and coastal studies of growth and change. This experience allowed students to be aware of the coastal environment and develop skills in fishing that they may not have experienced before.

**Year 4**

Year 4 students spent two days in Canberra as part of their HSIE unit on ‘Civil and Civics’. A very special moment occurred when two students lay a wreath at the Australian War Memorial. For some students this was their first night away from family.

**Year 5**

Each year our Year 5 students participate in a 2 night/3 day camp at Cooba near Berridale. The students work on team building skills, personal resilience and independence. This year the students were able to test their skills on the buggy course, test their resolve on the big swing, fly through the air on the flying fox and complete the team challenge in the Gladiator Course. The activities tested their problem solving and endurance skills. This camping experience provided our students with a great foundation to the senior year of primary school.
Year 6
The Year Six Excursion has a long tradition and involves a four night trip to Melbourne. It has become an integral part of the Year 6-7 transition program, with all Year 6 students attending from the Bombala Learning Community, accompanied by staff from the primary and high schools. Whilst in Melbourne the group explored the city environment and took advantage of many cultural opportunities. A day trip to Sovereign Hill also provided a historical insight into the Australian Gold Rushes of the 1800s.

Multicultural education and anti-racism
The school has placed significant emphasis on the delivery of programs which promote racial tolerance and harmony, and multicultural perspectives across the curriculum.

The DEC calendar for cultural diversity was used in the classrooms to promote the acceptance of the cultural, linguistic and religious diversity of Australia.

Students also entered art competitions to promote Harmony Day, developing greater understanding of our multicultural country and heritage.

Socio-economic background
The Family Occupation and Education Index is 121 which puts us above the state average. There is a diverse range of educational backgrounds and occupational trends within the school population.

Learning and Support
Learning Support is provided at Bombala Public School by the Student Learning Support Teacher (SLST) along with the Learning Support Team. The SLST, employed for two days per week provides and delivers special programs in Literacy and Numeracy, along with the monitoring and benchmarking of the students’ progress.

In 2014, sixteen students have accessed the Literacy and Numeracy programs, receiving specialised support in the early years.

A number of Student Learning Support Officers provide targeted assistance throughout the week to children with identified additional needs. The Learning Support Team is also supported by the School Counsellor for one day per week.

Intensive Literacy and Numeracy Class 2014
The Intensive Literacy and Numeracy Program is in its third year of operation. Each class focuses on the explicit teaching and development of literacy and numeracy skills for a group of twelve students from across years 3-6. From the data that has been collected, there is evidence to show progress in early arithmetic strategies, spelling and reading skills, as well as development in confidence and productive work habits by all students.

Significant programs and initiatives – Policy and equity funding
It is vital that barriers of geographic isolation are reduced and at Bombala Public School we endeavor to pursue activities/experiences that provide our students that broaden their perspective of the world within which they live.

This has been a focus for the expenditure of equity funds. During the year we subsidised visiting artists, excursions and guest speakers.

Aboriginal education and background
Bombala Public School has approximately nine percent of our school population who identify as Indigenous. Aboriginal perspectives are addressed in all curriculum areas, as we promote student’s understanding and appreciation of the culture and history that relates to indigenous Australia.

During the year we have investigated the development of an Aboriginal Educational Consultative Group (AECG) within our school learning community. Some staff have been in-serviced in using of MGoals (a program to assist with developing Personal Learning Plans and to develop an understanding of Indigenous Culture).
Other significant initiatives

L3 Program

This year the Kindergarten Teacher completed her second year of L3 training and will continue to implement the program in her classroom in 2015. This intensive literacy program targets students in small groups based on their individual level in learning to read and write.

The Year 1/2 teacher also embarked on the L3 journey this year, undertaking the intensive, ongoing training; and implementing the innovative approach to teaching Literacy in the classroom. The results have been pleasing with most students achieving at or above expected reading levels for the end of Stage 1.

Art Auction

Every two years the public primary and high schools in the district, join together to promote public education with an Art Exhibition and Auction. All children showcased one piece of work to be auctioned, with some staff also donating their artwork. The Art Exhibition and Auction evening was held during Education Week, successfully highlighting Public Education and promoting our school within the school and wider community.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Informal discussions,
- Questionnaires, and
- Program evaluations.

Program evaluations

Culture of Learning

Background

In 2014 the school sought the opinions of parents, students and staff regarding the culture of learning and how it impacts on the operation of the school and its programs.

Findings and conclusions

- Bombala Public School staff were engaged in evaluating the teaching and learning programs relating to the implementation of the new syllabus derived from the National Curriculum;
- The implementation process involved the evaluation of assessment and reporting; and how best to validate teaching and learning programs. The staff were able to determine which resources were the most effective in delivering knowledge based assessments of student capacity; and
- Resources to support the implementation of the new curriculum were researched and purchased ready for implementation in early 2015.

Parent Partnerships

During informal discussions it was determined that parent partnerships was an area where the school could improve its performance.

- Communication was identified as an area where further improvements could be made. A committee was formed and they developed communication proformas and checklists of actions to ensure parent engagement.
- During the year parents were encouraged to take an active role in the process of schooling their children. Parents were provided with information via the school newsletters – paper and electronically delivered, Facebook, Twitter and mail drops.
School planning 2012-2014:

School priority 1
To develop consistent, high standard educational practices across our school through the implementation of the quality learning framework.

Outcomes from 2012–2014
To implement and establish a Quality Learning Framework for Bombala Public School as a 21st century school.

Evidence of achievement of outcomes in 2014:
- Staff meetings focused on the Quality Teaching Framework and required all staff to plot student achievements on the Literacy and Numeracy continuums. Staff discussions focused on using consistent teacher judgment and how to move students to the next level;
- Staff participated in information sessions around the National Teaching Standards and worked collaboratively to develop examples of evidence to support the standards.
- Staff provided examples of their classroom evaluation and assessments tasks. Staff evaluated these tasks to ascertain which would be the most effective tools to be used as part of the whole school assessment process.

Strategies to achieve these outcomes in 2014 included:
- Revisiting the Quality Teaching Framework;
- Familiarising staff with the National Teaching Standards; and
- Researching authentic evaluation tools to measure student engagement.

School priority 2
To connect learning for all students in dynamic, integrated and holistic ways.

Outcomes from 2012–2014
To respond appropriately to individual learners through the use of flexible structures and processes to ensure quality and excellence.

Evidence of progress towards outcomes in 2014:
- Staff analysed the types of data collected within the school to assess student achievement. As result other tools for data collection were investigated and purchased for use in 2015;
- A staff team drafted a student profile document that is yet to be ratified with all staff; and
- Several staff participated in professional learning to develop skills to map student progress using PLAN software. More time will be needed to further develop skills in 2015.

Strategies to achieve these outcomes in 2014:
- Reviewing assessment tools and their effectiveness in the whole school assessment process;
- Developing student data profiles; and
- Mapping student progress on the literacy and numeracy continuums using PLAN software.

School priority 3
To strategically use partnerships within local communities to improve student outcomes.

Outcomes from 2012–2014
To develop a strong, collegial culture of trust and support among teachers.
To develop partnerships between school and home to promote student learning and wellbeing.

Evidence of progress towards outcomes in 2014:
- Shared the new vision statement and offered all families, extended family members, community members and groups to join the newsletter emailing list,
- Utilised various media including Facebook, Twitter, the local newspaper and letterbox drops to promote school events and activities,
- Created and designed a ‘Shopfront Display’ promoting the school and its activities; and
- Created a draft document for those people working in the school. The ‘Volunteer – Working in Schools Policy’ will be utilised by teachers to induct parents prior to their working in classrooms.
Strategies to achieve these outcomes in 2014:

- Identifying our target audience and the most effective form of media to be used for sound communication with community members,
- Investigating a multi-faceted communication strategy; and
- Establishing guidelines for parental involvement as volunteers within the school.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of students and parents about the school through informal discussions and through forums including the P&C meetings and SRC Meetings.

- As a result of these discussions those people involved believed that there should be more effective communication across all levels of the school community,
- 79% of students felt very safe at school, 14% felt safe and 7% felt that bullying was a contributing factor to sometimes feeling unsafe,
- 36% of students felt bullied at school at one time or another, however of this number only 3% felt that nothing was done about it
- 96% of students enjoyed coming to school,
- 82% of students believed that technology was accessible and 94% said it was taught well; and
- Sport rated very highly for all students.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

2015 will see the introduction of the new planning tool throughout all DEC schools. Within this Strategic Plan, Bombala Public School will be the focusing on three main areas:

Strategic Direction 1

Develop consistent, high quality teaching and learning programs in literacy and numeracy to engage students and improve student learning outcomes.

Purpose:

To improve student learning outcomes in literacy and numeracy; and develop teacher capacity in providing quality teaching and learning opportunities.

Strategic Direction 2

Build and develop staff capacity to ensure high performance standard, innovative practice, collaboration and leadership opportunities; and to equip staff and students for lifelong learning and sustainability.

Purpose:

To engage all staff in innovative and engaging educational practice to enhance their own professional growth and the development of personalised and differentiated programs for all students to inspire them to excel and learn to their full potential.

Strategic Direction 3

Enhance community engagement and participation to promote student learning and wellbeing.

Purpose:

To build further positive relationships within and beyond the school community. To expand the culture of collaboration through ongoing and effective communication, to develop and align systems and build leadership opportunities.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Principal       Adam Zanco
Assistant Principal   Anne Roberts
Classroom Teacher    Jenni Moring
Classroom Teacher    Margot Ingram
Classroom Teacher    Fiona Crawford
Classroom Teacher    Maree Coates
Teacher Librarian    Katie Brazel
Learning Support    Diane Belcher
School Administrative Manager    Katrina Brownlie

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: