Bombala High School
Annual School Report

2012
Our school at a glance
Bombala High School is a small rural comprehensive high school located in the south east of New South Wales at the foothills of the Snowy Mountains.

The school's mission is “to lead excellence, innovation and opportunity for student success”.

Bombala High achieves this by providing quality education in a rural setting through:

- Leading the delivery of quality teaching and learning using innovative practices and technology to produce excellent student outcomes.
- Ensuring high literacy and numeracy outcomes.
- Providing a quality pathway for every student through to the Higher School Certificate.
- A strongly developed school culture of personal best achievement and student well being.
- Placing the school at the centre of its community.

The school offers a full academic and vocational curriculum for students from Years 7 to 12 as well as joint TAFE programs.

Experienced staff provides leadership in innovative teaching methods and programming and the use of technology to support student engagement. There is a strong focus on literacy and numeracy and an emphasis on providing all students with the maximum possible growth in their skills.

The school has excellent facilities including a fully equipped hall, which is suitable for performing arts use, a school farm, modern laboratories, a commercial kitchen and a trade training centre. Students at Bombala are encouraged to integrate technology into their everyday learning.

Bombala teachers are leaders in the delivery of learning using computers. Most classrooms have the latest electronic whiteboard technology and our connected classrooms and video conferencing facilities allow our students to work with students in other schools. Our trade training centre offers outstanding facilities for students to study to Certificate III level for vocational and trade qualifications in a number of different areas for both the community and for our vocational students.

Bombala High provides a strong culture of student achievement and support for learning. This is supported by a strong student welfare and wellbeing program and individual attention provided by our student support team.

Students have a proud record of sporting achievement and participation throughout the state in swimming, athletics, cross country, netball, football and basketball. Strong links have been established with the community and the school is a focus for sporting and cultural events. Our local community of schools works actively to ensure strong and seamless education for all of our pupils as they progress through their schooling.

Students
Bombala High School currently has 164 students enrolled at the school. Students come to Bombala from the DABBS (Delegate, Bibbenluke, Bombala Public and St Josephs) schools as well as the small schools of Tubbut and Goongerah in the Victorian highlands. Eighty percent of students live on farms or in a rural setting and many travel for over an hour each way by bus to be at school.

Our students strive to reflect the school values of:
- Personal best
Respect

Responsibility

Our students are often recognized for their high standard of behavior, sportsmanship, and the way they strive to achieve.

Staff

Bombala High School has a stable and experienced staff made up of 20.8 teachers and 5 school administrative and ancillary staff. Bombala teachers lead in the provision of innovative curriculum, the use of technology and vocational education throughout the district.

All teachers use the BLAST (Bombala Learning and Study Technique), “Learning Tools” and “Understanding by Design” approach to teaching and learning. This is summarised in the Bombala Partnership Schools Learning Continuum manual. Regular parent meetings are held to inform parents about the school’s approach to teaching and learning.

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

Significant programs and initiatives

Some significant programs and initiatives in 2012 include:

- Digital Education Revolution laptops were purchased for all students in years 7 and 8 so that all students in the school now have access to their own personal laptop computer.

- The Senior Studies Vocational (SSV) program which caters for the learning needs of students wishing to undertake a dedicated vocational program in Years 11 and 12. Students undertake part time work, study at TAFE as well as a tailored program of study at school.

- Further development of an innovative model for Student Learning Support within the school. Supported by Priority Schools Program funding and the employment of a Head Teacher Literacy and Numeracy we have been able to offer extensive support to students across the school through an improved learning support team.

- Introduction of a highly successful Peer Tutor program. This program runs each day and pairs Year 7 students with Year 10 mentors to cover all areas of literacy and numeracy including reading, writing, grammar and spelling. Each student has an individualised program and pre and post testing has indicated a substantial growth in skills for all students involved.
• Student performance in the National Assessment Program for Literacy and Numeracy, especially in reading, writing and numeracy, showed substantial growth in 2012. School growth figures are substantially higher than national average growth figures for students moving from Year 7 to Year 9.

• The Bombala Facility for Industry Training is now fully operational and will be used for TAFE based programs in 2013 in a number of different areas.

• Resurfacing was completed on our covered sports area. This facility will ensure that the school is able to provide for all members of the community at a very high standard in the future.

• New interactive white boards were purchased. Combined with existing connected classroom installations, the school now has comprehensive interactive technology available to teachers and all learning spaces throughout the school, including the library. The addition of a connected classroom in the trade training centre will provide three video conference facilities at the school.

• Year 10 and 11 students participated in a week long Crutching and Wool Handling course to provide them with adult qualifications in this area. The program was organised through Dubbo TAFE with world-class shearer Ian Elkins.

• There was strong participation in regional debating by junior and senior students.

• The school achieved strongly in individual and team sports. Teams competed in volleyball, basketball, touch football, netball, rugby league, rugby union, tennis and cricket. Our Under 15’s basketball team was placed second in the regional competition and students competed in the NSW Combined High Schools Athletics and Swimming as well as regional cross country.

Student achievement in 2012
The school’s academic performance has been strong this year. Growth performance in the
National Assessment program for Literacy and Numeracy was outstanding and reflects the work of staff in a focus on literacy and numeracy outcomes.

The Year 12 cohort for this year was a larger group than recent previous groups, and the students who worked on an academic program to achieve an ATAR (Australian Tertiary Assessment Rank) were successful in gaining entry to university. The highest ATAR performances in a number of years were obtained, including 94 and 89 by our two top students. Our students benefited from the bonus five mark scheme that applies to students in rural and isolated locations and were able to gain entry into the courses of their choice.

This year has been very successful for our school by any measure.

A number of major improvements have been undertaken at school at considerable capital cost.

We have purchased a new Toyota Coaster bus for a cost in excess of $100,000. A bus is an essential part of our school’s ability to ensure that our students have access to all the opportunities available. Without a bus we would not be able to access Cooma TAFE each week, travel on affordable excursions or compete so successfully in sport.

This year a significant investment in new technology was made. Students beginning in Year 9 currently receive a laptop computer as part of the federal governments Digital Education Revolution and this year the school made a decision to extend this so that every student in the school had their own laptop for use at school. Over $40,000 of school funds was used to purchase 44 laptop computers and cabinets to complete the program. Our students are already excellent computer users, but we want to ensure that they are leaders in the new high tech world of the 21st century.

Messages

Principal’s message

During the year we re-affirmed our school vision to “lead excellence, innovation and opportunity for student success” and we are always working to achieve this.

Our school is located in a strong community. It is not the richest, or the biggest community in NSW, we are not located just a short drive to the Sydney Opera house), but we do have a very generous and caring school community, a community that is prepared to go out of its way to help its young people, and that overwhelmingly has a high value on education and high aspirations for its children, and the quality of our students reflects just those values.

Indeed one of our students Katherine Pauscock is the one of the highest performing students in the state in the Premiers Volunteering Scheme receiving the Black Opal Award for 150 hours of community volunteer work.

Our new electronic sign, installed at a cost of over $20,000 will be a major benefit to the school into the future. It has the ability to display an unlimited number of messages and is set
remotely. As well as this it can be also programmed into the future making sure that our community is always kept up to date with school programs.

The external basketball courts have now been completed at a match standard at a cost of $15,000. Our hall courts are utilised by community groups on an almost daily basis, and the addition of these courts will ease some of the training pressure and clashes that can occur with such high usage.

The Technical Drawing Room has been renovated and this is the last area that has been not been upgraded in the past few years. This will mean every learning space is of a high standard and that all have interactive white boards and high speed wireless internet access available for student and teacher use.

A number of significant and leading educational programs are being implemented at our school.

The Senior Studies Vocational program is in place for those students who want to pursue a vocational pathway in their senior studies. Eight students completed the HSC program this year, combining work, TAFE study and a school program. This program offers students the opportunity to work part time, attend TAFE, complete regular elective subjects and study an English and Mathematics program tailored to workplace needs. Students who complete the program leave with the HSC, TAFE qualifications and real work skills that will make them first choice for employment and further training. Next year a new generation of SSV students will begin the program. This program was designed by Ms Shelley and Ms Pocock and we regularly receive enquiries from other schools wishing to see how it operates.

Our Student Learning Support Program and Peer Tutoring Program for Year 9 and 7 continues to make gains in student learning. These programs have been a great success, and students have made some spectacular gains in literacy and numeracy skills. The peer tutor program has operated throughout the year every day from 2.10 to 2.30pm and anyone who attends cannot help but be impressed by the very high standard of commitment of every student (and I do mean every student) involved. I would especially like to congratulate our Year 9 tutors for the outstanding work they have done this year. This peer tutor program was a personal initiative of Mrs Rodwell in conjunction with Mrs Deighton and they deserve our congratulations.

The $1.5 million Bombala Facility for Industry Training was completed in 2012 but until now has only been used by our students and some community groups for training. Mr Warren and Ms Pocock have been working hard throughout the year to ensure that its original purpose as a TAFE based centre is fulfilled. I am very pleased to announce that Cooma TAFE will now run with a range of programs on Mondays, Tuesday and Wednesdays in the centre, and CIT in Canberra will be offering the trade course for Heavy Road Transport and Mobile Machinery in 2013. For the first time a number of Certificate 2 and Certificate 3 courses will be offered to our local community without the need to travel long distances.

During the year the school applied for and received funding for $60,000 as part of the Schools Chaplaincy and Student Welfare Worker program. We were lucky enough to be successful
and we now have Erin Perkins as our student welfare worker. Erin has been able to provide a wide range of activities from individual mentoring through to camps and lunch time social activities which will benefit student well-being. I would like to welcome Erin, who will be our Student Welfare worker for the next three years.

Throughout the year teachers have been trialling the development of the **Bombala Learning and Study Technique (BLAST)** and this will be fully implemented in 2013. It is based on a very successful program implemented at Freshwater Senior High School in Sydney and is already being used in many classes. Many of our senior students have adopted the technique for their study and report great success. It asks students to look beyond simple facts and figures to find a deeper meaning and understanding of their work and to translate this into high quality comprehensive answers in exams. As 2013 progresses we hope to train all staff (and all parents as well) in this approach, that will be an important part of our students study technique from years 7 to 12 in the future.

During term 4 our year 10 students have combined with students from Monaro High and Jindabyne Central to participate in the **Licence to Succeed** program which is based on these skills. Bombala teachers were instrumental in organising and running this program. This will be the start of a significant sharing of learning between the local high schools.

The **Positive Behaviour for Success** program is a significant part of our student well-being and welfare programs. This program is related directly to a set of core school values:

**Personal Best • Respect • Responsibility**

We ask all school members to consider these values in everything that they do and to translate them into their actions every day throughout the school.

Our academic performance has also been **strong**. Our **Year 12 HSC results** have shown improvement with some outstanding results. I would like to congratulate Jack Miller who received over 90 in Biology and marks in the 80s in all other subjects and will be on the NSW merit list of high performers and Clara McKinnell who received all marks in the 80s. Well done to all of our HSC students and I know a number have already received early entry to their preferred university courses.

The school’s performance in the National Assessment Program for Literacy and Numeracy (**NAPLAN**) has been very strong.

The **value added growth scores** for NAPLAN, which show how much student performance has increased from Year 7 to Year 9, were much higher than state and national averages, and the average scores for students in Reading, Writing, Language and Numeracy now, are either at, or above, state averages.

This year the school was selected to be part of the **PISA** testing program (Program for International Student Assessment) a world wide...
set of tests that are used to grade the effectiveness of OECD countries education systems in a range of areas. Typically Australia is ranked in the top 10 to 15 of countries worldwide in Language, Mathematics and Science. When the results are released in 2013 (these are not the results being discussed a few weeks ago in the papers) you will know that our students were part of a small number of schools chosen to represent Australia in this important process.

This is the first year that there has been no School Certificate examinations. This has been replaced by the new Record of Student Achievement (ROSA) in which grades are awarded by teachers against a set of state wide standards. Although this means that I cannot stand here today and let you know of the achievements of our students in the school certificate, the removal of the school certificate and its exams has led to a much smoother and more seamless transition into the senior years for our Year 10 students.

Throughout 2013 the area of emphasis will be focused squarely on further increasing the academic performance of every student at the school.

During the civil rights period of the USA, Lyndon B Johnson spoke of the “gentle bigotry of low expectations” and we need also to make sure that we, students teachers and parents, always maintain the highest of expectations in all areas of school life. This push for higher performance can cause some discomfort, and push everyone, students, teachers and parents out of their comfort zone, but we need to keep this pressure in place at all times.

One of the things that I will continue to emphasise, is the need for us, teachers, students, parents and community to make sure that the education that happens at Bombala High School is equal to or better than the best of any school, city or country across the nation.

We also need to continue to commit to the ideal of “every student at Bombala High gaining the Higher School Certificate and undertaking further training or joining an apprenticeship or traineeship program.” Education is the key to future success for all of our students.

I will leave the details of our sporting achievements to the sports report, however I must point out that once again, the high level of achievement of our individuals and of our representative teams.

These results are outstanding, especially when we consider the small size of Bombala and lack of access to major sporting facilities. While congratulations must go to each of the students and the teachers who coached and mentored them to this point, part of this success is due to the many volunteers in swimming, basketball, netball and football in our community who give up their weekends and afternoons to run the various out of school programs in the district.

Our school has very experienced staff and has a very low turnover.

This year however we have bid farewell to Ms Leonie Pocock, who has transferred to Junee. Leonie has been the prime mover behind many important programs at school, all focussed on getting the best life outcomes for all students such as our university links program. I would like to acknowledge Leonie’s many contributions to the school over many years and wish her well in her new school.
Ms Elissa Gilberston will also be leaving us this year as Mr Lyons will be returning to his position. She has done a great job in English and will be missed by all, especially the students in her classes who have developed a very close bond with her. Thanks Elissa for you hard work this year and wish you well in your future brilliant career.

We have a fantastic staff at this school, they are creative, intelligent, hard working, fun filled and never cease in their devotion to our children. I would like to thank all of the staff. Many staff willingly give up their own time to support the school and provide those extra opportunities for our students. We have conducted numerous excursions, camps and sporting trips, and Year 12 will know that staff have made themselves available after school, on the weekends and during the holidays for tuition.

Particular thanks must go to our dedicated administrative and support staff who are always prepared to go out of their way to ensure our students have the best opportunities possible. We are very lucky to have some outstanding school learning support officers, including Sue Morgan, Connie Cotterill whose dedication and care to our special needs students is exceptional.

Thanks also to our outside staff, Colin Ryan and Peter Braden. The school and its grounds are in excellent condition due to their efforts.

Thanks also to Raelene Stevenson, our relieving School Administration Manager whose careful management and expertise ensures that the school remains in a very strong financial position.

Thanks must also go to our P and C. This small but active group supports the school not only through its active fund raising program but also through its active participation in setting the direction that the school will take. I would like to encourage all parents to actively participate in the P and C, to have a say in your student’s education.

Finally I want to mention Warwick Long our Maths Head Teacher. Warwick’s courage and quick thinking in our recent bus accident averted a disaster that would have had a devastating effect on our school and our community. I know many students, parents and community members have personally thanked Warwick, but today I would like to publically commend Warwick for his actions and express the thanks of all of the community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Philip Steel
Principal

P & C and/or School Council message

This year the Parents and Citizens Association had a quieter year than previous years in fund raising. In 2012 we held fundraising events in areas such as the Street Stall, Biz Bang Computer Sleeves and Rural Fire Service Catering.

The funds raised allowed the association to purchase:

- Blazers and Shirts for students to use for formal events such as ANZAC Day and interschool debating competitions.
- A washing machine and dryer for the Agriculture department to allow the agriculture assistant to wash student overalls after sheep handling and horticultural work.

The association was also able continue its regular donations to support school teams involved in state level school sport. This year this included the Boys Basketball Representative Team and Combined High School Representatives. We also supported the travel of our school presidents to meet the State Governor at Parliament House in Sydney.

Quotes for blinds in rooms 2, the computer studies room and the textiles room have also been obtained and we expect these to be installed in 2013.

Throughout the year the Parents and Citizens Association has strived to improve the school’s facilities and to support the work of our teachers. Special thanks must go to:

The committee who attend every meeting and assist with cooking, working at the street stall and supporting other.

Our wonderful parent body who assist whenever called by manning stalls, cooking and lend assistance, and all of the other community members who have contributed in some way.

All of the above people combine together to support our teachers and children at school. We look forward to another successful year in 2013.

Sheree Jones
President

**Student representative’s message**

The Student Representative Council had a very productive year and continued to make many contributions to the school and student body. They were involved in fund raising and decision making including:

- A number of fund raising events were conducted for Stewart House.
- Regular meetings were held with Ms Fuiono the SRC coordinator.
- Several socials were held and proved to be very productive. The student numbers were higher than average, and provided a safe environment in which they could have fun and interact in.

- School President elections were organized by the Year 9/10 Commerce class, giving all of our students the opportunity to participate in the democratic polling process.

- SRC elections were held at the start of the year, to give students an opportunity to become part of the SRC.

A special thanks to Jordan Shelley, Millicent Marion and Jackson Standen our outgoing presidents.

Harry Sellers, Emily Chapman, Lucy Illes-Ingram
School Presidents

**School context**

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>104</td>
<td>109</td>
<td>95</td>
<td>86</td>
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<tr>
<td>Female</td>
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<td>80</td>
<td>82</td>
<td>79</td>
<td>79</td>
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</table>

**Student attendance profile**

![Student enrolment profile graph]
The school has maintained a high level of attendance compared to regional and state schools.

Management of non-attendance

Student attendance is monitored period by period and the school contacts parents directly if students are absent. Student welfare support staff regularly meet with students to offer support and counsel them if attendance issues occur.

Structure of classes

The school provides the following curriculum structure for our students. Not shown on this structure are students who attend TAFE based vocational courses for one day a week and those students who study in the Senior Studies Vocational (SSV) program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Total Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>28</td>
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<tr>
<td>Science</td>
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<td>7</td>
<td>7</td>
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<td>Geography</td>
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<td>2</td>
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<td>12</td>
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<td>Languages</td>
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<td>PE/A/ME</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
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<td>Music</td>
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<td>4</td>
<td></td>
<td></td>
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<td>Visual Art</td>
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<td>4</td>
<td></td>
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<td></td>
<td></td>
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<td>12</td>
</tr>
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<td>Assembly</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Sport</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>12</td>
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<td>5</td>
<td>5</td>
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<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Elective 3</td>
<td>5</td>
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<td>5</td>
<td>5</td>
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<td>5</td>
<td>10</td>
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<tr>
<td>Elective 4</td>
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<td>Extension 1</td>
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<td></td>
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<td>50</td>
<td>50</td>
<td>50</td>
<td>48</td>
<td>45</td>
<td>300</td>
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</table>

The following senior electives ran during 2012:

- English Standard, Advanced
- Mathematics General, Mathematics 2U, Extension 1
- Biology, Chemistry, Physics
- Geography
- Modern History
- Ancient History
- Drama
- Legal Studies
- Information Technology
- Design and Technology
- Primary Industries
- Music
- Community and Family Studies
- PD/H/PE
- Visual Arts
- Textiles and Design
Food Technology

Hospitality

Retention to Year 12

2012 was the first group since the new raised 17 year old leaving age legislation to move through to the HSC. While a number of students moved to apprenticeships and traineeships prior to finishing their Higher School Certificate our retention rates are showing a strong increase, and we believe this will continue into the future.

The school remains significantly lower in retention statistics against both the region and state figures. In 2011 the school introduced the Senior Studies Vocational program to further cater for students who wish to continue to Year 12 but who do not wish to pursue an academic pathway, and this continued in 2012 and 2013.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>Percent</th>
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<tr>
<td>Full time study</td>
<td>10</td>
<td>43%</td>
</tr>
<tr>
<td>incl. apprenticeships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time work</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Part time work</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Vocational training, both at school and through joint Technical and Further Education programs (TVET) remains a focus of the school. 9 students out of 13 of the year 12 cohort were enrolled in either school or TVET courses. Courses included:

- Primary Industries
- Forest Growing and Management
- Hospitality
- Metals and Engineering
- Automotive Services
- Retail Operations
- Information Technology
- Community Services
- Graphic Arts
- Business Services
- Animal Studies

Students travelled to Cooma each Wednesday to participate in the programs.

School Based Apprenticeships and Traineeships (SBATs) were also popular in 2012. Students entered SBATs in Retail Operations, Business Services and Animal Studies.

Negotiations have been completed to offer the following TAFE courses during 2013:

- Child Services Certificate 111
- Aged Care Certificate 111
Business Services Certificate 111
MYOB Computer Certificate
Computer Skills for Employment
Literacy and Numeracy
Heavy Vehicle and Machinery Cert 11

Total number of course enrolments in vocational education, VET and TVET is 51.

Year 12 students attaining HSC or equivalent vocational educational qualification

All Year 12 students were successful in gaining their Higher School Certificate in 2012. This is due to the supportive and professional staffs who carefully guide students in their study programs and to the Year 12 Adviser, Mrs. Belinda Rodwell who worked closely with students to ensure their success.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Hearing</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.4</td>
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<tr>
<td>Total</td>
<td>26.2</td>
</tr>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No Indigenous workers are currently employed at the school.

Staff retention

During 2012 one teacher was transferred from the school. The staff retention rate is 95%.

Head Teacher English and History Appointed

In Term 4 Miss Rebecca Robson has joined us to take up the position of Head Teacher English and History. She replaced Ms Smith who retired last year. Miss Robson brings with her a wealth of experience from schools across the state and is very keen to work on further developing school teaching and learning programs to ensure all students reach their academic potential.

Miss Robson graduated from the University of Newcastle in 2003 completing the combined Bachelor of Teaching Bachelor of Arts four year degree with majors in History and English. In 2004 Rebecca took up a classroom teaching position at Peel High School in Tamworth, teaching LOTE (Japanese), Ancient History, Aboriginal Studies, English and History 7-10. Rebecca continued to work at Peel High School for a number of years, in which time she assumed a number of additional roles including Year Adviser, Head Teacher PDHPE/CAPA and Deputy Principal. In 2010 Rebecca was transferred to Batemans Bay High School as an English Teacher and in 2011 spent the majority of the year on a transfer of duties at Vincentia High School as Relieving Head Teacher English. In 2012 Rebecca has worked in the Hunter Region at both Rutherford High School and later at Maitland Grossman High School.

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

Two teachers applied for and successfully gained NSW Institute of Teacher Professional Competence qualifications during 2011. Four teachers have enrolled to achieve the Highly Accomplished qualification (Leadership) for 2013.

### Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
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<tbody>
<tr>
<td>Degree</td>
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<tr>
<td>Postgraduate Diploma</td>
<td>100%</td>
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<tr>
<td>Masters or PhD</td>
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### 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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>258817.40</td>
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<td>Tied funds</td>
<td>165817.88</td>
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<td>School &amp; community sources</td>
<td>78736.69</td>
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<td>Interest</td>
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<td>Trust receipts</td>
<td>17296.60</td>
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<tr>
<td>Canteen</td>
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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>711235.20</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>202806.31</td>
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</table>

The school remains in a strong financial position. The lower balance carried forward reflects the expenditure of $100,000 expenditure on the bus and the $30,000 expenditure on the student computers.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2012

Outstanding achievements have been made in many areas at the school throughout the year. These include:

#### Leadership with Laptops

The Leadership with Laptops program aims to encourage wider use of the DER laptops in the school community.

During the year sixty new devices were purchased from school funds at a cost of over $30,000 so that every student in the school has access to their own laptop computer. Four lockable storage and charging cabinets have been purchased and placed in a central position in the library so that students in years 7 and 8 can access their computers easily as we have decided that students at this age should not take them home.

Three staff from the school have developed a comprehensive plan to improve both student and staff use of the laptops. A year 7, 8 and 9 training day was held for all of our students to introduce them to the tools and skills they could apply to their laptops outside of the basic programs. A series of mini workshops were held during the professional learning section of staff meetings.
This will be an ongoing program throughout 2013 and will be part of technology integration throughout the school.

**Learning Support and Extension Withdrawal Group**

The withdrawal group program supports year 7 extension and year 8 literacy development groups for three lessons each cycle. A selected group of students are withdrawn from English lessons based on their literacy needs. Students work on an alternate program written to meet their individual learning needs and receive individual attention and one on one support.

**Bus Accident**

All of the community were shocked to hear of the bus accident that occurred in week 4 of term 4. Despite the potential of the situation to be a tragedy, only minor injuries were sustained by the students travelling on the bus.

Thirty three Year 9 and ten Year 8 students were travelling to the Australian National University in Canberra for a Careers and Pathways to Further Education Program (by private coach). The coach was fully fitted with seat belts and students were instructed to put them on, after which the teachers walked up the bus to ensure every student was securely attached, and I believe this is one factor that kept injuries to a minimum. The coach left school at around 7.30am and it was travelling north of Cooma when the bus had an accident on the small hill on the other side of the Numeralla Bridge crossing, near the road side rest area. It would appear that that the driver may have blacked out, as the bus drifted on to the wrong side of the road, then off the road hitting the embankment, before continuing and coming to rest on the inside of the guard rail quite close to a large depression.

Luckily, Warwick Long, who was seated a few seats back from the driver, noticed the drift of the bus on to the wrong side of the road, and after the initial collision, was able to make his way forward as the bus travelled about another 100 metres, grab hold of the steering wheel and lean over and get his foot onto the brake pedal and pull the bus up before it reached the depression on the side of the road. Warwick’s actions, quick thinking and courage, almost certainly averted a very serious accident.

When the bus came to a standstill, students were very shaken up both physically and emotionally and the door could only be partially opened, but the teachers, Mr Long and Ms Robson were able to get all of the students out of the bus and onto a nearby hill to safety. A nurse who was travelling by stopped and rendered assistance to the students and driver before the police and ambulances arrived. I would like to thank both these staff members, and Mr Igor Pajuczok who was also on the trip for the very professional way in which they managed the situation even though they had also been involved in the accident.

We were able to contact the Cooma schools as soon as we heard of the accident, and Mr Adrian Bell, Principal of Monaro High School, and Mr Stephen Mayhew, Principal of Cooma Public, together with some student welfare and counselling staff, were able to make their way quickly to the scene to render assistance. As soon as a new coach arrived, the students were taken to the Centennial Park in Cooma and then to McDonalds for something to eat.

In the meantime the Front Office had been busily contacting all of the parents of the students so that when the bus returned at around 12.30pm most students had their parents there to meet them. Ralph Cullen, our school counsellor, and Marion Grant, the District Guidance Officer, had by then travelled from Bega to offer counselling...
support to our students. One Year 9 student who experienced neck pain was transported by ambulance to Cooma Hospital along with the driver. At around 1.00pm the school received news that the student had been released from hospital and that he had no serious injury. Counselling services continued, on Friday.

Many individuals deserve the schools, and indeed the whole community’s thanks for their contributions in managing this incident. Ms Robson and Mr Long did a great job in managing a very serious situation with a great deal of professionalism and care for our students. Igor Pajucok was a great assistance to staff at the scene. The students on the bus also showed a great deal of common sense and self-control in a very frightening situation. Thanks to all of the Department of Education Staff, especially those of the Cooma schools who put aside their work to come quickly to the assistance of our students which was outstanding and is a great testament to the strength of our organisation. Thanks to all of our Bombala School Staff who manned the phones and kept students at school informed about their friends, brothers and sisters. Thanks also to all of our parents who remained calm and offered good support to our students, and for the many people who have personally thanked Mr Long for his actions in saving the day.

Country Area Program

The school has continued to benefit from funding provided by the Country Area Program (CAP). These funds are used to promote excellence and innovation in teaching and learning and programs to overcome the disadvantage of isolation for students and teachers. The program is divided into the main areas of:

- The delivery of quality teaching and learning using innovative practices leading to excellent student outcomes and exam performance.
- Ensuring high literacy and numeracy outcomes.
- Providing for the needs of all student pathways to the HSC.
- Using technology to overcome isolation and to provide the best learning opportunities for all students.

Some of the programs that make up the CAP programs are:

Middle Schools Days

During the year two Middle School Days were conducted for the DABBS schools with a focus on literacy and numeracy. All students from Years 5, 6 and 7 from the DABBS schools participated in the middle schools days.

Interactive White Board Program
The interactive white board program continued throughout the year. Most learning spaces now have a fixed IWB and a number of sessions were held at faculty and staff meetings to increase teacher skills in using the new technology. One IWB was purchased using Country Area Program funds.

**Overcoming Isolation**

A small proportion of funds were used to help support the costs of excursions, especially travel expenses for small groups of seniors, which they undertake as part of their studies for the HSC. Some of the excursions supported were:

- Debating and Public Speaking
- Senior Art excursion to ArtExpress
- PD/H/PE excursion to Australian Institute of Sport
- Youth Parliament
- Canberra Careers Expo
- Charles Sturt University student visit
- Canberra University student visit
- National Portrait Gallery Art Excursion
- The Crossing Excursion to Bermagui
- Boorowa Central School visit

CAP funds allow the school to make these important excursions affordable.

**Youth Connections Program**

This program was held each Tuesday by Youth Connections focusing on issues that can arise in the life of youth today.

The aim of the Youth Connections Program is to:

- develop resilience and self-worth,
- develop strategies to overcome barriers to participation and engagement,
- make positive life choices,
- develop social skills,
- engage or re-engage successfully with family and community,
- improve their health and wellbeing.

- sustain engagement or re-engagement with education,
- successfully transition through education,
- prepare for participation in further education, training or employment pathways and
- improve career development and life skills.

The program included an activities day in Cooma where students were divided into groups and sent out to various businesses where they were required to perform certain tasks related to life after school. Some of the tasks included dressing a mannequin for a job interview, setting a table and plating food and filling in application forms.

At the end of the program students were presented with certificates in acknowledgment of their participation.

**Senior Study Skills Program**

Our year 12 students travelled to Jindabyne Central school in Term 4 to participate in a CAP funded Senior Study Skills day. This annual day has been greatly appreciated by students, especially our most academic and motivated students, who have used the advice from the program to significantly improve their marks.

**Appointment of Student Welfare Worker**

Ms Erin Perkins has taken up the position of Student Welfare Officer at our school. Late last year the school applied for and was successful in gaining funding from the Federal Government’s School Chaplaincy and Student Welfare Officer Program. This will provide $60,000 over three years to fund a position, in this case, of a secular Student Welfare Officer. Erin has a Certificate 4 in Social Work, and is a well known ex-student of our school. She will be working for twenty hours each week assisting with student welfare, organising personal development programs and
leading school activities for students to become involved with.

**Rural Fire Service**

Year 9 students train in a ten week program as part of the Rural Fire Service Cadet Program. Each week Vern Dunning, from the Cooma RFS, works with the students for two hours to cover the theoretical and practical aspects of fire control and management. As well are giving our students some essential knowledge and skills, and providing a future valuable community resource, students learn how to work as a team, and to manage themselves in an emergency situation. The certificates of recognition students receive will also provide students with a valuable credential when they seek employment. This is our fourth group of students to complete the program which represents over 80 students successfully completing the program. Thanks to Ms Pocock for organising this program each year.

**The Learning Tool Approach becomes the BLAST**

The Learning Tool approach to teaching has been in development through the Country Area Program at Bombala High for a number of years. During 2012 the school was introduced to the ALARM (A Learning and Responding Technique) used at the senior campus of The Northern Beaches Secondary College. This was quickly adopted by staff and trialed in a number of forms. The ALARM technique was merged with the Learning Tools techniques to produce BLAST (Bombala Learning and Study Technique).

This has been widely adopted across the school in classes in all years, and considerable work has been completed to adapt the techniques in a number of subjects. We believe that at least some of the success of students in the HSC this year has been a result of their (late) adoption of the program.

**Senior Studies Vocational Program**

Funds were used from CAP to develop the ideas around our Senior Studies Vocational program (SSV).

Eight students joined the program in 2012. Two professional learning days were held for three staff to program and incorporate essential applied literacy and numeracy perspectives to the core program for English, Mathematics and Work Studies. A themed unit based on the work of a travel agent was developed and has been implemented with great success. Students have planned, booked and travelled to an excursion to Melbourne using trains, buses and aircraft to travel, based on the skills they have developed.

Further information on this program is included later in this report.

**Peer Support**

Year nine students volunteer each December to take part in the school’s Peer Support Program. When they commence year ten they work with our newly arrived year seven students to provide guidance and leadership. This program was reintroduced to the school in 2011 and received very positive feedback from students and parents.

The program was continued through 2012 and into 2013. We expect to conduct a “camp” for 2013 leaders at the end of 2013.
Numeracy Day

A combined DABBS schools numeracy day is held each year. This year over 60 students from Years 5, 6, and 7 joined together to enjoy the program led by Mrs. Margaret Deighton. The students performed a wide range of activities including:

- A volumetric science experiment
- Weighing the sheep on the mobile scales
- Running speeds on the oval
- Origami and paper folding
- Triangles in art
- Maths trivia quiz

Awards were given to the students for their work in the activities and for being supportive and helpful to the Year 6 students and for their enthusiasm and pleasant manners. Every student received a certificate for their very positive participation in the numeracy day.

Bournda Excursion

Year 8 students went to Bournda Environmental Education Centre during the year. Over the course of the three days the students were involved in challenge games, raft building, kayaking, bike riding, bush walking, a ropes course and a day at Magic Mountain Merimbula. Throughout their time the students were also called upon to prepare and cook meals and clean-up.

Priority Schools Program

The PSP program focuses on developing the literacy and numeracy skills of our students. Whole day programs were conducted in literacy and numeracy for our Year 9 students.

A peer tutoring program was introduced and developed throughout the year. Resources were purchased to support these programs. Professional learning included visits to Karabar High School and Eden Marine Technology High School and coordinators attended courses in Sydney. A community liaison officer was also employed for three terms to enhance school and home communication.

The PSP program works in close coordination with the Student Learning Support Program and the Learning Support Team programs. Ms Margaret Deighton was employed as Head Teacher Literacy and Numeracy on a 0.5 basis throughout the year to coordinate and develop these areas. This was funded partially from the PSP staffing allocation.
School Learning Support Program

Mrs. Margaret Deighton was employed as Head Teacher Literacy and Numeracy for 2012 on a 0.5 basis. She has undertaken the supervision of a very successful program of literacy and numeracy development, learning support team meetings and literacy day programs as well as managing the efficient use of the Student Learning Support Allocations and Priority Schools Funding.

The school was part of the trial of the school learning support program in 2010. A model for delivery of support to students with specific literacy and numeracy needs was trialed during the year and adjustments have been made in 2012 to better allocate resources for support.

Regular team meetings are held each fortnight to decide on support mechanisms for students referred by the teaching staff, and in some cases by the parents. The referral process was expanded across the school community with forms being made easily accessible. Student Learning Support Officers and Student learning Support Teachers completed an evaluation of their work in the program and these were used to determine the learning support timetable across the school. This timetable is placed the school’s daily bulletin sheet so staff have more notice for consultation and planning the best use of the learning resources.

Withdrawal of extension groups from classes and also remedial groups was introduced. In 2012 the acclaimed MultiLit program will be introduced to students in Year 7 and 8 who are below the National benchmarks.

Staff were provided through the Priority Schools Program to support middle range and higher performing students through a number of modes including individual tuition, small group withdrawal and in-class support. A full evaluation of these programs is in the evaluations section of this document.

Learning Support Team

The learning support program provides additional support to students with diagnosed learning difficulties, to students who are not progressing within their year group and for extension students.

The Crossing

Thirty students attended the crossing excursion during 2012, in two groups, one for boys and one for girls. Students participated in a wide change of environmental and sustainability programs.

The Crossing Program is constantly changing and improving each year. Next year is no exception and will see for the first time, a group of mixed students attending the Crossing in Term 1 and a second mixed group returning in Term 4, as part of a brand new program.

Energy Audit

An audit of the school’s electricity was completed during 2012. During the winter months the school
has been experiencing electricity bills of around $7000 per month.

As part of the audit the team have examined our monthly accounts over the last five years in order to find a seasonal pattern. The group will also use a consumption meter to examine all of the rooms to predict usage in different areas. Areas of interest include the new flued heaters, especially in standby mode, and the computers and network which are working all of the time.

**Girls Programs**

A number of programs were organised by the Student Adviser Girls to meet the learning and social needs of girls at the school.

The Butterfly Effect program was run at the school to address issues about identity, self image and personal development and was greatly appreciated by students and parents.

Girls also regularly met in discussion groups to discuss issues and to support learning.

**Transition from Year 6 to 7**

The transition program for students moving from grade 6 to 7 was adjusted during the year to better meet the needs of students and the community. The program includes:

- Two middle school days for literacy and numeracy focusing on persuasive text, a murder mystery investigation and constructing foil boats.
- An orientation day for students.
- An orientation evening for parents.
- The Deputy Principal also attended the combined Year 6 Melbourne excursion as a part of our transition program.

Two parent information evening were conducted with a focus on teaching and learning.

**Personal Development, Health and Physical Education.**

Teaching programs were examined during the year to better meet the needs of students including the introduction of more student centred classroom activities, greater use of technology, and more sports and fitness based activities. The stage 6 program was also modified to meet the needs of changes to the HSC syllabus and examinations.
Year 9/10 Premier’s Debating Challenge


The topic of the debate was ‘That citizens have the right to call for an election’. Bombala was the negative and Jindabyne the affirmative.

Year 8 attended the debate as our audience; Tom Dyer acted as our chairperson and Makayla Standen was the time keeper. All students were excellent ambassadors for our school and should be proud of their efforts. While we were unsuccessful in winning the debate our team has certainly improved in building their confidence in delivering their interpretation of the debate.

Teacher Exchange Program Visit

Ms Mackey exchanged with Keira High last year as part of our teacher development program. Keira High School is a large comprehensive, co-educational school with an emphasis on academic achievement, situated in Wollongong. This opportunity allowed her to observe a large high school in terms of student expectations and achievements and to talk to staff at Bombala about her experiences and the programs operating at the school.

Library

The library continued to add to its extensive fiction, non-fiction and DVD resources. There was focus on new resources for the Sciences in particular. In 2012 the focus was on the purchase of Ancient and Modern History resources. Our DVD resources now make a very effective and worthwhile lending library.

Senior students have continued to use the library and its resources for the purpose of independent study as well as class tasks. The students are offered assistance by Ms. Harris in a wide range of areas including organization, assessment task preparation, study techniques, motivation, stress management, writing skills, and examination preparation on an individual and small group basis. Our distance education students are also based in the library and working well:

Subjects being studied includes:
- Indonesian
- Japanese
- Textiles and Design
- Ancient History
- German

The support offered by library staff in accessing and organising information is highly valued by students and has a very high demand.

Victor Chang Award

These awards recognise excellence in Science by Year 11 students and they are sponsored by the Victor Chang Cardiac Research Institute. This institute is pioneering research and treatment in the area of heart disease and they are keen to promote and support the study of Science in our schools. Its team of over 150 full-time staff work
across five main Research Divisions – Cardiac Physiology & Transplantation, Developmental and Stem Cell Biology, Molecular Cardiology & Biophysics, Molecular Genetics and Structural & Computational Biology. The Institute holds itself to the highest standards of excellence in research, research training and efforts to translate each new discovery into practical medical applications.

There were 35 schools represented from the Illawarra and South East Region with Bombala High School being represented by Emily Chapman. Emily received her award for her outstanding achievements in both Biology and Chemistry.

Languages
The Languages Other Than English program is currently limited to Year 7. Students study Spanish and the language and culture that come from the 21 Spanish speaking countries. Students used a range of strategies including speaking, listening and writing Spanish, listening to music, creative arts projects and participating in a Spanish fiesta.

School Based Apprenticeships and Traineeships
School Based Apprenticeships and Traineeships continued as a popular choice for students. Students are able to combine work placement, TAFE qualifications and studies for the HSC.

Four new School Based Apprenticeships and Traineeships were established in 2011.

Careers
A comprehensive careers program is offered to students across all year levels at Bombala High School, with a wide range of activities including:

- Post school education visits to University of Wollongong, University of Canberra, Macquarie University, University of Technology Sydney, Canberra Institute of Technology and Cooma TAFE
- Students in years 7-10 participated in inaugural University of Canberra Aspire program
- Year 10 students spend a full day at University of Canberra on “UC 4 Yourself” program
- Work experience and work placement programs for students in years 10-12

Technology
The interactive white board purchase program continued throughout the year with the purchase and installation of four more boards and the ordering of another three boards. The Digital Education Revolution laptops for students program was a great success with very high usage rates across the school. Science and Information Technology are now mostly working in a paperless environment. The completion of a high speed optic fibre network and wireless transmitters throughout the school provides excellent network access in all classrooms.
• Guest speakers and presenters from a wide variety of institutions including universities, TAFE, Australian Defence Force, ANU Rural Health, private training providers
• Rural Fire Service Cadet training program for students in Year 9
• Australian Brick and Block Training Foundation practical bricklaying program
• Externally accredited training for workplace OH&S
• Participation in Taste of TAFE and Try a Trade days
• Attendance at Canberra Careers Market Expo
• Visit to Kapooka Army Recruit Training Base
• Pathways and curriculum choice evenings for students and parents
• Students in Years 9 & 10 logged hours in NSW Premiers Student Volunteering Program with 117 awards issued to 69 students

Combined Education Week Assembly

Earlier in the day an Open Day was held and a number of parents took the opportunity to visit classes to see their students in action at school.

License to Succeed Program
Sixty Year 10 students from Monaro High and Jindabyne Central joined our school to take part in three days of the study preparation program for Stage 6 called ‘Licence to Succeed’. The program focuses on giving the students who are about to begin their HSC study programs in 2013 the skills to be successful. Our teachers ran seminars on essay writing, using HSC question verbs, using Board of Studies and Department of Education web sites, extracting and organising essential information and understanding as well as assessment task organisation. The program will be continued on Friday at Monaro High school for the last session and will place students in a strong position for next year.

Artist in Residence at Bombala
Thea VanVeen from the Australian National University worked with students at our school as part of the ANUs Artist in Residence program. Thea is a third year Arts student and has established a strong reputation in the area of photography. As the week progressed Thea demonstrated some of the techniques she used to our Art classes as well as working with students to produce works of their own.

Students, parents and teachers from Bombala Public School and Bombala High School joined together in term 3 to celebrate Education Week in a combined assembly in the auditorium. The audience were treated to a performance from Year 2-3 of ‘Moves Like Jagger’ and Year 5-6 with ‘The Bicycle’. Bombala High School senior students Benji Rush and Scott Hepburn performed instrumental pieces. A number of awards were presented to acknowledge the work of students across the years.
Mathematics and Science

The faculty provided teaching and learning, resourcing and assessment for students in all Year groups in 2011. Programs and Assessment Notifications were provided for all students.

All staff attended various professional learning opportunities during the year. A peer training program in numeracy was introduced one day a week for Year 7.

The Content Endorsed Course for Maths was further revised and developed in the Senior Studies Vocational program in 2011.

The School subscribed to the Mathletics online program to provide valuable accessible digital resources to all students.

Ski Program

Students enjoyed another great snow sports season in 2012. The snow sports program is for students from years 7 to 12, who are interested in developing skills in alpine skiing or snowboarding. Through the program students receive instruction in how to experience the mountains in a safe and confident manner. Lessons are provided by qualified instructors from Perisher Resort, and before participating students are inducted into the Alpine Responsibility Code by school staff.

With the continued emphasis on an enjoyable and safe day, snow trips are postponed if blizzard conditions are anticipated. Fortunately brilliant weather was to be had on all five trips, and even with a poor start to the season, excellent snow conditions were experienced by all. Helmets are compulsory for all students and no accidents or injuries occurred.

The school is appreciative of the support offered by the Perisher Resort and to the National Parks Organisation that provides discounted rates for our local Snowy Mountains schools and the Perisher Resort that provided an affordable rate for our students.

Learn to Surf

Eden Marine High school’s Bernie Langford supplied the qualified instruction and the surfboards.

Students learn about reading the ocean, rips, gutters, sandbanks and the best and safest place to surf. After a warm up students are shown everything about surf boards, how to paddle, catch waves and hopefully stand up.

Awards Day

Our annual awards day celebrates the achievements of our students with the wider community. It allows us to reinforce the positive achievements of students in their sporting, cultural and academic life, and showcases our successes.
Student Representative Council

The SRC provided a student voice in decisions and directions that our school takes. SRC representatives are elected to office by their year group and chaired by the student School Presidents. Some of the events this year included:

- A student planning day at the Mail Coach Inn Restaurant
- Discussion of bullying strategies and a survey of bullying incidence
- A formal SRC induction program and parent assembly
- Providing guides and ushers at various events throughout the year.

Bombala High was selected to have a poster displayed at Circular Quay in Sydney as part of the World’s Biggest Classroom Spectacular for our part in leading the Premiers Volunteering Program

Vocational Education

Vocational Education and Training remains a popular and important subject selection at Bombala High. Students in years 11 and 12 undertook study in Hospitality, Primary Industries, and Forest Growing and Management. Twenty students travelled to Coma TAFE each Wednesday to undertake VET programs in:

- Metals and Engineering
- Automotive Engineering
- Community Services
- Animal Studies

Once again the number of students attending TAFE based courses was limited by the availability of space on the bus. The completion of the Bombala Facility for Industry Training Trade Training Centre will help alleviate some of these problems in the future.
Debating and Public Speaking

There was a substantial growth in participation and success in public speaking and debating this year. Students participated in the Year 7 and 8 Premier’s Debating Challenge and the Year 9 and 10 Premier’s Debating Challenge. The school conducted a district debating coaching day which was well attended by our zone schools. Students travelled throughout the district to participate in debating competitions. A number of local community members have given up their time to act as judges and coaches to students to improve the skills of our students. Three students attended the regional debating camp and Jasmine Cuttle was selected as a regional representative in the State Public Speaking and Debating finals.

HSC Music and Drama Performance

2012 saw Bombala High hold a performance night dedicated to the HSC Music students showcasing their music programs for family, friends and staff. The aim of this night was to have the student’s programs ready as a whole to be performed for an audience at least 2 weeks before their HSC, as well as letting their parents and friends have the opportunity to see what they were capable of.

Students demonstrated their commitment to their studies by their effort in class, as well as numerous weekends that they spent practicing in the music room in preparation for the HSC Performance night which was organised to be in lead up of their HSC.

Sport

Bombala has a proud and active sporting record and this was maintained in all areas. We have again dominated local carnivals in many team and individual disciplines and have improved results in many other areas.

Our internal sports program has run smoothly again, with all of the supervising sport teachers willing and able to report on student improvement and participation. Our outdoor basketball and netball court is now fully operational offering another superior venue for school sports. Students are also encouraged to make use of the hall and outdoor courts during lunch. We have also had numerous staff verses student volleyball and basketball games which have been fun and basketball is popular at other times.

In 2013 the current integrated sport system will change to the whole school participating in sport on a Wednesday. This was decided after an evaluation of the previous system.

We think that Bombala High School carnivals are always “the best in NSW” with very high attendance and participation by students and staff. Many high schools have abandoned whole school carnivals, but Bombala’s have gone from strength to strength.

The elected house captains were:
Nalbaugh: Tahlia Bedingfield, Jackson Standen
Rockton: Clarra McKinnel Harry Sellers
Myamba: Jessie Morgan  Jack Miller

The first carnival for the year was the swimming carnival. It was a wonderful day of novelty events, house chants, fancy dress, and of course serious swimming. There were a number of records broken on the day and a strong contingent of swimmers competed at the zone meet in Candelo. The winning house was Rockton.

Next was the cross country carnival. The carnival was held on a glorious May day at the golf course. Again nearly every student attended and participated or assisted with time or record keeping. There are some excellent times recorded and again a strong representation at zone. The house champions were Myamba.

The Athletics carnival was also a great success. The weather was mixed but most field events were completed before rain fell. Events were completed the next Monday. No records were broken but a number of athletes continued to zone level.

The overall winning house was Rockton for the combined carnival competitions.

A number of teams had great years without winning the competition. These included the Open Boys’ and Girls’ Volleyball, Open Girls’ touch football and soccer, and the under 15s girls’ and boys’ basketball. All of these teams performed well in their competitions but were not ultimately successful. Bombala was represented in the Rugby Union 7s’ and 10s’ in the a Cooma competition. The boys’ Rugby League teams were also great competitors in a number of competitions throughout the year. The Open Boys’ and Girls’ Tennis was played at Batemans Bay and our player performed well.

A number of teams were successful at zone which is a great effort considering our school numbers. The Open Boys’ touch football, Girls’ under 15 Netball, Boys’ Open Netball, Girls’ Open Basketball and the Bega Cup boys and girls Volleyball were all either zone winners or runners up. Boys soccer was also successful in their first round game against Jindabyne, but lost in round 2 to a very strong Eden team.

The Boys’ Open Touch Football team competed in the regional competition at Ulladulla and played very well but were defeated on the day by a stronger side. The team consisted of: Jacson Standen, Jack Miller, Richard Stewart, Todd Jamieson, Rowan Miller, Keiren Rodwell, Andrew Platts, Gary Giles, Bailey Jones and Toby Morgan.

The Girls’ Under 15 Netball were also runners up at the regional carnival and have qualified for the State Netball carnival in 2013. This is an outstanding achievement and the girls can be very proud of their efforts. The girls in this team are ; Aimee Badewitz, Darcie Roberson, Tanika Hampshire, Casey Richardson, Makayla Standen, Keiarna Rodwell, Kayla Hall, Kayley Keavey and Teri Roberson. A special recognition should go to Katherine Pajuczok who accompanied the team as assistant coach and umpire.

Individual representation at the higher levels of sport have also been a highlight of 2012. These include:

Swimming. We had seven representatives compete at the zone level at Candello zone carnival. Andrew Platts and Keiren Rodwell qualified and swam very competitively at the regional meet at Dapto, and Keiren qualified for the state level . Keiren was unable to compete at the Combined High Schools Carnival at Homebush due to injury.

Cross Country: A strong contingent competed at Wolumla. The conditions were difficult and some students unwell, however all students competed to the best of their ability.

Athletics: 56 students qualified for the zone Athletics Carnival which was held at Cooma. This was one of the biggest representative teams in the school’s history. Bailey Jones was the Under 15 Zone Age Champion, and Keiren Rodwell was the Under 16 Age Champion. Again a large number of students qualified to attend the regional carnival at the Bruce Athletics Stadium in Canberra. The regional team consisted of ; KyRodwell, Keiarna Rodwell, Kayley Keavey, Adam Rodwell, Makayla Standen, Kurt Pajuczok, Katherine Pajuscok, Bailey Jones, Keiren Rodwell and Jackson Standen.

Adam Rodwell and Keiren Rodwell successfully qualified to attend the State CHS Carnival in Shotput and Discuss respectively. Keiren was a finalist and was fifth in the state.

Keiren Rodwell was selected for the Illawarra and South Coast Regional team, which went on to win the State competition. This was a fantastic effort by Keiren.
The recipient of the NSW Premier’s Sporting Challenge, for a student that is committed to fair play, has outstanding achievement in their sporting discipline and who has contributed to internal sport on a weekly basis, was Katherine Pajuscok.

The Sports Person of the year celebrates outstanding achievement in all aspects of sport and was awarded to Keiren Rodwell. Keiren broke 4 long standing swimming records, as well as qualifying for CHS representation in Swimming and Athletics as well as being a member of the successful regional basketball team at the CHS Basketball competition.

**Academic**

Our NAPLAN scores reflect a pattern maintained for many years. Students enter the school in Year 7 with scores in all areas well below state averages. The school is able to then directly improve results in all areas substantially by the time students are retested in Year 9. Our growth figures, except for spelling, when compared to state averages, for students from Years 7 to 9 are outstanding.

This is shown below:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Growth scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>29.1</td>
</tr>
<tr>
<td>Writing</td>
<td>N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>30.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>37.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40.6</td>
</tr>
</tbody>
</table>

Note: Writing growth not available in 2011 due to genre change but growth extrapolated from reading based on mean of 576.

All results in literacy and numeracy for grades 7 and 9 are shown below in the following tables:

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.

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Band 2012</th>
<th>State DEC % in Band 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3.1</td>
<td>17.4</td>
<td>14.9</td>
<td>10.0</td>
</tr>
<tr>
<td>5</td>
<td>20.0</td>
<td>21.2</td>
<td>21.2</td>
<td>17.2</td>
</tr>
<tr>
<td>6</td>
<td>31.7</td>
<td>28.1</td>
<td>28.1</td>
<td>22.0</td>
</tr>
<tr>
<td>7</td>
<td>18.7</td>
<td>27.4</td>
<td>27.4</td>
<td>22.0</td>
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<tr>
<td>8</td>
<td>14.8</td>
<td>27.1</td>
<td>27.1</td>
<td>22.0</td>
</tr>
<tr>
<td>9</td>
<td>0.0</td>
<td>26.9</td>
<td>26.9</td>
<td>17.2</td>
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</tbody>
</table>

**Year 7 NAPLAN Spelling**

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Band 2012</th>
<th>State DEC % in Band 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6.5</td>
<td>19.2</td>
<td>19.2</td>
<td>15.9</td>
</tr>
<tr>
<td>5</td>
<td>15.9</td>
<td>28.5</td>
<td>28.5</td>
<td>25.9</td>
</tr>
<tr>
<td>6</td>
<td>25.9</td>
<td>31.7</td>
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<td>7</td>
<td>31.7</td>
<td>22.1</td>
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<td>8</td>
<td>13.9</td>
<td>17.2</td>
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<td>9</td>
<td>3.2</td>
<td>7.7</td>
<td>7.7</td>
<td>7.7</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

**Note:**

- Writing growth not available in 2011 due to genre change but growth extrapolated from reading based on mean of 576.
- All results in literacy and numeracy for grades 7 and 9 are shown below in the following tables.
- 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 7 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>511.7</td>
<td>534.3</td>
<td>541.6</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>507.9</td>
<td>503.9</td>
<td>507.9</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 9

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
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 and enter the school name in the Find a school and select GO.

**Higher School Certificate**

As Bombala High School has a relatively small number of students, graphs for the smaller candidature subjects are not available. Statistical results are only available for English Standard, General Mathematics and Biology.

We have had a number of outstanding results at the 2012 HSC.

Band 6 performances in Biology.

Band 5 performances in Information Technology, Geography, Textiles and Design, Biology, Chemistry, Advanced English, Mathematic, PD/H/PE, Physics, Music 1.

### Minimum Standards data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>88.9</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>65.4</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>76.9</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>96.2</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>96.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>86.1</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>94.4</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>94.4</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 7 Reading are: 0

As an indication, the no. of students exempt for Year 9 Reading are: 0

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

As an indication, the no. of students exempt for Year 7 Reading are: 0

As an indication, the no. of students exempt for Year 9 Reading are: 0

Note: By definition, the State average relative performance is zero.
Progress on 2012 targets

Target 1
**Leading the delivery of quality teaching and learning using innovative practices and technology to produce excellent student outcomes.**

2012 Targets to achieve this outcome include:
- 50% staff have marking experience
- 50% lessons delivered by EWB or ICT
- 20% lessons offered via MOODLE or web based program
- One subject on each elective line offered by JBaM shared curriculum

Our achievements include:
- 20% of staff have marking experience.
- All rooms now have EWBs and all staff use them regularly.
- The emergence of new technology has meant that a number of teachers are now using programs such as Edmodo to deliver content.
- Laptop computers were purchased for all students meaning that students from 7 to 12 have their own computer at school.
- The JBaM (Jindabyne, Bombala and Monaro Schools) shared curriculum has not occurred but the License to Succeed program was a great success.

Target 2
**Ensuring high literacy and numeracy outcomes.**

2012 Targets to achieve this outcome include:
- Students in Year 9 NAPLAN meet or exceed National means for all literacy and numeracy areas.
- Student growth in Year 9 meets or exceeds National growth scores for all literacy and numeracy areas.
- Students in Year 9 meet or exceed the National percentages for band 9 and 10 results.

Our achievements include:
- Students in Year 9 are now close to or above state averages in all areas except spelling.
- Student growth in Year 9 is at or well above state scores in all areas except spelling.
- Year 9 are close to achieving these targets.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>29.1</td>
<td>35.7</td>
</tr>
<tr>
<td>Writing</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>30.6</td>
<td>21.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>37.5</td>
<td>40.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40.6</td>
<td>45.4</td>
</tr>
</tbody>
</table>

Target 3
**Providing a quality pathway for every student through to the Higher School Certificate**

2012 Targets to achieve this outcome include:
- 100% of students gain the HSC or move to employment with further training.
- 30% students in SBAT in Stage 6
- 90% retention rate.
- 80% of students move to University or further education on completion of the HSC.

Our achievements include:
- Retention to Year 11 in 2012-2013 has improved to 85%
- Five students are undertaking SBATs in 2013 which is 20% of the total population.
- Eight students in 2012 have undertaken study at University (38%)

Target 4
**A strongly developed school culture of personal best achievement and student well being**

2012 Targets to achieve this outcome include:
- School achieves all PBS benchmarks.
- 100% of students have attended a university links program

Our achievements include:
See PBS review.

100% of students have attended these programs.

**Target 4**

*Placing the school at the centre of its community*

**2012 Targets to achieve this outcome include:**

- All term editions of the Bombala Times feature items from the school.

Our achievements include:

- 60% of Bombala Times Editions had articles from the school.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of:

**Student Welfare and the Positive Behaviour for Success Program**

*Background*

The SET aims to determine how accurately school-wide PBS Universals are being implemented. It consists of a number of evaluation questions that are divided into seven sub-scales. The following information discusses some of the elements in the sub-scales and specifically highlights the strengths of the implementation at the school. This checklist is designed to allow PBS Coaches to review SET Scores and to determine which Universals tasks require further team focus in order for coaches to guide teams towards the completion of Universal systems.

*Findings and conclusions*

**Set Feature**: Values Defined

**Universals Tasks**: Evidence that the school’s Values have been defined clearly and that these are visible across the school

**Strengths And Achievements**: School originally had 5 values established some time ago, however there was confusion over the meaning of some. Work has now occurred to refine values to 3 and a matrix is in place for outside areas. Posters have been designed and printed for display in outside areas.

School is currently ordering outside school sign with values displayed.

**Future Focus**: Ongoing work to establish the 3 values across outside areas

**Set Feature**: Behaviour Expectations Taught

**Universals Tasks**: Evidence that the school’s Values have been defined clearly and that these are visible across the school

**Strengths And Achievements**: School has done a lot of work around bullying and harassment with an established Anti-bullying policy, process and posters displayed.

**Future Focus**:

Development of additional units of work/ lessons around the 3 PBS values

**Set Feature**: On-going reward system for rewarding behaviour expectations

**Universals Tasks**: Evidence that the school has a system for rewarding social behaviour and that the staff use this system.

**Strengths And Achievements**: School has an established welfare/reward system which has been adapted to suit 3 values. Minutes of Staff meeting on 13/2/12 identifies changes to current systems to reflect new values of personal best, respect and responsibility. Minutes of executive meeting 30/4/12 (which includes PBS meetings) identifies fine tuning of merit and demerit slips with a final proposal to go to staff meeting on 3/5/12.

Through observation and interviews it was determined that Staff regularly reward students.

**Future Focus**: Refinement of the current reward system to suit 3 values.

**Set Feature**: System for responding to behavioural errors
Universals Tasks: Evidence that the school’s system for responding to problem behaviour is understood consistently by the staff.

Strengths And Achievements: Copy of welfare system. All students enter at a particular point and then are promoted or demoted on the basis of behaviour, attitude and effort.

Comprehensive Student Discipline Policy in place which covers the following areas: Accepted standards of behaviour, strategies to promote good discipline and effective learning, reward system and strategies for dealing with unacceptable behaviour.

Emergency Management Plan, including evacuation and lock down plan sited.

Student file established for all suspended students with details regarding suspension, follow up and integration back into school. Example file sited.

Future Focus: Some staff interviewed were not fully aware of the welfare system and commented on the lack of consistency in implementation.

Revisit welfare and suspension policy and process with all staff.

Set Feature : Monitoring & decision making

Universals Tasks: Evidence that data is summarised and reported to staff

Strengths And Achievements: A software upgrade has been purchased for the schools current reporting system to accommodate PBS data collection.

Future Focus: Implementation of PBS data collection and analysis/reporting to team/staff

Set Feature : Management

Universals Tasks: Evidence that the school leadership has embedded PBS goals into the schools overall goals and operations

Strengths And Achievements: 2012 – 2014 School Plan clearly identifies PBS as a strategic whole school action. Principal and Deputy Principal attend PBS meetings and could clearly articulate progress to date re PBS.

Future Focus: Ongoing support from all executive to embed PBS across the school

Set Feature : Regional PBS Coordination

Universals Tasks: Evidence that the school team connects with regional personnel and allocates funding for school-wide PBS

Strengths And Achievements: School has had a visit from regional coordinator and links have been made with a coach from Narooma HS to assist in implementation strategies

Future Focus: Coaches from Queanbeyan will conduct the SET on an annual basis and provide reports back to the school.

Quality Teaching Strategy

Background

Bombala High School staff have focused considerable time, energy and resources on improving the level of quality teaching and learning at the school over the past ten years. A substantial document called the Bombala Community of Schools (DABBS, Delegate, Ando, Bibbenluke and Bombala Schools) Learning Continuum was developed and there was a high level engagement with these learning tools by teachers in the classroom. The performance of students in NAPLAN and the School Certificate has shown considerable gains as a result of this approach, but overall results in the Higher School Certificate have not shown the same across the board improvements and the use of these learning tools at this level was not universal.

Findings and conclusions

Staff were asked to consider how the delivery of HSC could be improved at staff meetings throughout 2012. A number of study days were
organized for our HSC students and teachers experimented with a number of different approaches to improve student engagement.

During the middle of 2012 staff were introduced to the ALARM (A Learning and Response Matrix) framework from the Northern Beaches Secondary College in Sydney. The approach of the college was similar to what many Bombala teachers were undertaking already and was quickly adopted by staff.

At the beginning of term 4 our new Head Teacher of English, Ms Robson introduced the staff to an approach taken by Hunter Valley academic high schools to plan for learning and to maintain compliance for all HSC policy and assessment requirements.

During Term 4 further work was undertaken by staff to organize a program for year 10 students called License to Succeed based on the ALARM principals which by then called BLAST (Bombala Learning and Study Technique). This program was then delivered over four days to all Year 10 students in the JBaM (Jindabyne, Bombala and Monaro) group of high schools.

As a result of this a Quality Teaching Strategy (for teachers) and a Personal Best Strategy (for students) was considered. After consultation with staff and parents a document was published to guide the school’s approach in the next few years.

Future directions

The Quality Teaching Strategy document contains the following elements:

Reflection on Practice

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITSL standards</td>
<td>Self reflection processes</td>
</tr>
<tr>
<td>Coding against Quality Teaching</td>
<td>Peer reflection and mentoring program</td>
</tr>
<tr>
<td>HSC Results</td>
<td>Feedback on teaching from supervisors</td>
</tr>
<tr>
<td></td>
<td>TARS and EARS focus on National Standards &amp; QT</td>
</tr>
<tr>
<td></td>
<td>Individualised Professional</td>
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</table>

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Learning Tools in all programs</td>
<td>KLA planning and implementation days</td>
</tr>
<tr>
<td>Integration of Literacy and Numeracy</td>
<td>Comprehensive UBD, Program outline, Assessment and Rubric documents ready at the start of each year.</td>
</tr>
<tr>
<td>Curriculum Differentiation in all programs</td>
<td>Assessment review process</td>
</tr>
<tr>
<td>National Curriculum</td>
<td>HSC results analysis</td>
</tr>
<tr>
<td>Integration of Technology in all programs</td>
<td>Web based (Moodle or Edmodo) learning programs and resources</td>
</tr>
<tr>
<td>ALARM</td>
<td>Web based assessment tasks and submission</td>
</tr>
<tr>
<td>Assessment development program</td>
<td>ALARM training for all staff</td>
</tr>
<tr>
<td>Backward Mapping</td>
<td>ALARM learning materials development</td>
</tr>
<tr>
<td>Forward Mapping</td>
<td></td>
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</table>

Planning for Quality

High Expectations of Quality and Quantity

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed expectations of quality and quantity of student work</td>
<td>Shared standards and expectations statement</td>
</tr>
<tr>
<td>Clear and consistent standards of engagement</td>
<td>Checks to ensure all students working at the required standard</td>
</tr>
<tr>
<td>Benchmarks and work samples for each grade level</td>
<td>Benchmark and work sample development for all courses and all years</td>
</tr>
<tr>
<td>Regular and effective feedback to students</td>
<td>Student self assessment checklist</td>
</tr>
<tr>
<td>Student self evaluation processes</td>
<td>Use of assessment rubrics in all areas</td>
</tr>
<tr>
<td>Student organisation and study skills development</td>
<td>Diary use program</td>
</tr>
<tr>
<td></td>
<td>Consistent approach to student organisation and study</td>
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<td></td>
<td>Explicit teaching of skills</td>
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</tbody>
</table>

The Personal Best Strategy document contains the following elements:
Clear goals and pathways to the future

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear further education goals for each student</td>
<td>PLP for every school student</td>
</tr>
<tr>
<td>Clear HSC pathway for every student</td>
<td>Progress Interviews in Yr 11 and 12</td>
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<td></td>
<td>Subject selection interviews in Yr 10</td>
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<tr>
<td></td>
<td>University and TAFE visit program from Yr7 to Yr 12</td>
</tr>
<tr>
<td></td>
<td>ASPIRE University link program</td>
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<tr>
<td></td>
<td>ATAR score goal setting</td>
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</tbody>
</table>

Deep subject knowledge

<table>
<thead>
<tr>
<th>Knowing your subject</th>
<th>Attendance monitoring processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding your subject</td>
<td>Assessment procedures</td>
</tr>
<tr>
<td>Performing in exams</td>
<td>Skills in knowledge transference</td>
</tr>
<tr>
<td></td>
<td>Use of TALE and BOS resources</td>
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<tr>
<td></td>
<td>Syllabus use skills</td>
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<td></td>
<td>Subject study days</td>
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<td></td>
<td>Teleconference workshops</td>
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<td></td>
<td>District subject study days</td>
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<tr>
<td></td>
<td>Web based subject learning</td>
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<td></td>
<td>communities</td>
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<td></td>
<td>ALARM use</td>
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</tbody>
</table>

Self motivated independent learning

<table>
<thead>
<tr>
<th>Time management</th>
<th>Effective senior study periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study skills</td>
<td>Afternoon guided study</td>
</tr>
<tr>
<td>Writing skills</td>
<td>Study skills development days 7 to 12</td>
</tr>
<tr>
<td></td>
<td>Focus on writing programs 7 to 12</td>
</tr>
<tr>
<td></td>
<td>Parent study evenings</td>
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<tr>
<td></td>
<td>Study and writing tutoring</td>
</tr>
<tr>
<td></td>
<td>Self programmed ALARM</td>
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<td></td>
<td>10% on top mentor program</td>
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</tbody>
</table>

Exam performance

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing exam answers</td>
<td>Exam skills development days in Yrs 11 and 12</td>
</tr>
<tr>
<td>Exam training</td>
<td>Time management seminars</td>
</tr>
<tr>
<td>Feedback on progress</td>
<td>Self assessment program</td>
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<tr>
<td></td>
<td>Teacher feedback program</td>
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<tr>
<td></td>
<td>ALARM training</td>
</tr>
</tbody>
</table>

Professional learning

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Leading the delivery of quality teaching and learning using innovative practices and technology to produce excellent student outcomes.

2013 Targets to achieve this outcome include:

- 50% staff have HSC marking experience in the last four years
- 50% staff have spent time in another school in the last four years
- 50% lessons delivered by EWB or ICT
- 20% lessons offered via MOODLE or web based program
- One subject on each elective line offered by JBaM shared curriculum

Strategies to achieve these targets include:

- Bombala Learning and Study Technique BLAST
- Quality Teaching Strategy: Reflection on Practice, Planning for Quality, High Expectations of Quality and Quantity
- Personal Best Strategy: Clear goals and a pathway to the future, Deep subject knowledge, Self motivated and independent learning, Exam performance
- Planning for Learning and Compliance System
- Understanding by Design programming
- DER laptops program
- Interactive Whiteboard Program

School priority 2
Outcome for 2012–2014

Ensuring high literacy and numeracy outcomes

2013 Targets to achieve this outcome include:

- Students in Year 9 NAPLAN meet or exceed State means for all literacy and numeracy areas in Year 9.
- Student growth in Year 9 meets or exceeds State growth scores for all literacy and numeracy areas.
- Students in Year 9 meet or exceed the State percentages for band 9 and 10 results.
- Six teachers trained in Multi Lit

Strategies to achieve these targets include:

- Peer Tutor Program
- K-12 Writing Continuum DeBBS
- Spelling program
- SLSP
- Learning Support Team

School priority 3

Outcome for 2012–2014

Providing a quality student pathway for every student through to the Higher School Certificate

2013 Targets to achieve this outcome include:

- 100% of students gain the HSC or move to employment with further training.
- Band 1 and 2 performance is reduced from 24% (26 Band 1 and 2 scores in 2012) to 10% in 2013
- Band 5 and 6 performance is increases from 12% (13 Band 5 and 6 scores in 2012) to 20% in 2013
- 30% students in SBAT in Stage 6
- 90% retention rate.
- 80% of students move to University or further education on completion of the HSC.
- HSC Value Added scores meet or exceed state means for all subjects.

Strategies to achieve these targets include:

- Senior Studies Vocational program
- ASPIRE University links program
- BFIT Trade Training Centre
- JBaM Shared Curriculum
- SRS Merino Stud
- Study Skills program
- Optimised Learning Program (Science)
- Extension classes for Years 7 to 10 (English, Mathematics)
  - Personal Best Strategy: Clear goals and a pathway to the future, Deep subject knowledge, Self-motivated and independent learning, Exam performance

School priority 4

Outcome for 2012–2014

A strongly developed school culture of personal best achievement and student well being

2013 Targets to achieve this outcome include:

- School achieves all PBS benchmarks.
- 100% of students have attended a university links program.
- Student Welfare worker position fully operational.

Strategies to achieve these targets include:

- Positive Behaviour for Success program
- Student Welfare Worker
- Personal Best Strategy

School priority 5

Outcome for 2012–2014

Placing the school at the centre of its community

2013 Targets to achieve this outcome include:

- All term editions of the Bombala Times feature items from the school.
- Six TAFE Adult Education programs are running in the BFIT centre
- One trade based TAFE program in place
Strategies to achieve these targets include:

- DeBBS Performing Arts Festivals
- School Publicity Program
- School Facebook page established
- School TAFE program in place

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.

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Glen Warren Deputy Principal
Margaret Deighton Head Teacher

Literacy and Numeracy
Sheree Jones President P&C
Raelene Stevenson School Administrative Manager

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