Bombala High School
Annual School Report 2013
Our school at a glance
Bombala High School (BHS) 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 provide 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, this is available for both the community and our vocational students.

Bombala High provides a strong culture of student achievement and support for learning. This is enhanced 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, basketball and volleyball. 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 162 students enrolled at the school. Students are drawn 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 behaviour, sportsmanship, and the way they strive to achieve.

**Significant Programs and Initiatives**

Some significant programs and initiatives in 2013 include the following:

- **Digital Education Revolution laptops** were purchased for all students in Years 7 and 8 to continue to support the program initiated in 2012. Every student in the school now has access to their own personal laptop computer.

- **The Senior Studies Vocational (SSV) program** continues, catering 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.

- **There has been 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.

  A highly successful Peer Tutor Program continues. This program runs each day and pairs Year 7 students with Year 9 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 2013. 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 has been used for TAFE based programs and by the Canberra Institute of Technology (CIT) during 2013 in a wide range of specialized trade-based areas including heavy automotive.

- 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 keen participation in regional debating by junior students.

- The school achieved strongly in individual and team sports. Teams competed in volleyball, basketball, touch football, netball, rugby league, rugby union and tennis. Our students competed in the NSW Combined High Schools Athletics and regional cross country carnivals. Several students have gained regional selection for state-based events.

Student Achievement in 2013

The school’s academic performance has again 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 worked on an academic program to achieve an ATAR (Australian Tertiary Assessment Rank) and were successful in gaining entry to university. 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.

Principal’s Message

Our school vision is to ‘lead excellence, innovation and opportunity for student success’ and we are always working to achieve this.

Underpinning this are two main themes:

- what we do at Bombala High School (BHS) must be the equal of any city high school and
- every student at BHS must be on a pathway to a post school education, whether this be TAFE, university, an apprenticeship or a traineeship. In our recent student survey, 90% of students 7 to 12 indicated that they expected to undertake a study program after completing school.

We are very fortunate because our school is located in such a strong community. It is not the richest, or the biggest, or the most centrally located community in NSW, 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, places a high value on education and has high aspirations for its children. The quality of our students reflects just those values.

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

A number of major school-based improvements have been undertaken at considerable capital cost during the year.

The new toilet upgrades are almost complete and will be ready for students to use at the beginning of 2014. These have been completed by the State Government at a cost of $180,000 and were the last un-renovated spaces in the school.

This year a significant investment in new technology was made. The current Digital Education Revolution Program in which students in Year 9 currently receive a laptop computer has now finished, so the school has made a decision to extend this so that every student in the school has their own laptop for use at school in 2014. Over $30,000 of school funds have been 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. We believe we are the only school in the region that will be providing an individual computer to each student in the school.

New blinds at a cost of $10,000, have now been installed in all classrooms replacing out-dated curtains that were in poor condition.

Six new 900mm gas and electric stainless steel ovens have been installed in the school's kitchen. A café standard, two head expresso coffee machine, has also been purchased and installed.

All unflued gas heaters in the school have now been replaced. This has resulted in a great improvement in classroom climate, student and teacher health and a reduction in school gas costs. This program was completed by the State Government at approximately $300,000.

The Senior Studies Vocational Program continued in 2013. This program ensures that there is a pathway through to the HSC for every student at school. Students are able to work one day a week, attend TAFE on another as well as gain their HSC and TAFE certificate qualifications.

The BHS 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 as shown by the school's NAPLAN results. The Peer Tutor Program has operated throughout the year every day from 2.10 to 2.30pm.

The Student Learning Support Program has expanded throughout the year. We have an outstanding Learning Support Team that go out of their way to provide the very best opportunities for our students. BHS students are universally caring and inclusive when they are with our disabled students both in class and in the playground.

The Canberra Institute of Technology ran five week long programs for apprentices in the Heavy Vehicle, Road Transport and Mobile Machinery Program. Up to fifteen apprentices, with ages from 15 to 42, attended the program. Four students undertaking School Based Apprenticeships were part of this program. This new program means that Bombala has become a district centre for this field of training, and plans are already underway to expand the program for 2014.

Students from Year 6 joined our Year 7 and 8 English Extension programs throughout the year. They attended these regular timetabled lessons each day and worked to develop and extend their writing and reading skills, in some cases, to the level of Year 11 and 12 students. This trial was so successful that the program will be extended to
extension students in all local primary schools next year and may also include Mathematics.

Throughout the year teachers have been implementing the Bombala Learning and Study Technique (BLAST). This set of techniques is based on a very successful program implemented at Freshwater Senior High School in Sydney and is already being used in many classes. In a student survey 75% of students from 7-12 said they regularly used a BLAST tool in their school work. 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 examinations.

Five students are currently undertaking School Based Apprenticeships and Traineeships (SBATs) while attending school. These SBATs allow students to complete the HSC, gain national trade qualifications and work one day a week in paid employment. Bombala remains a district leader in these programs.

School representatives have been closely involved with the Bundian Way Project which will have its base at Delegate. The Bundian Way is the ancient path joining the Snowy Mountains with Twofold bay and passes though Bondi Forest (a corruption of Bundai), Delegate, Currawong and to Kosciusko. The project now has a full time manager and other full time staff and (in the future) is likely to be an international tourist attraction. Our students will be able to be involved in all aspects of the project’s development in the coming years.

Bombala teachers led professional training in the district to develop programs for the implementation of the new Australian Curriculum in Stage 4 and 5 for English, Mathematics and Science in 2014. This has been a major focus for the school in 2013 and our teachers have received praise from across the region for their work.

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.

The value added growth scores for NAPLAN, which show how much student performance has increased from Year 7 to Year 9, were significantly higher than state and national
averages. BHS is now one of the highest performing high schools in the area, including public and private schools in Reading, Writing and Grammar. We are second in Numeracy and Spelling.

Last year the school was selected to be part of the PISA testing program (Program for International Student Assessment). This program consists of a world-wide set of tests used in OECD countries to grade the effectiveness of their education systems across a range of areas. Typically Australia is ranked in the top 10 to 15 of countries worldwide in Language, Mathematics and Science. Although Australia fell slightly in the world ranking when the results were released recently, Bombala High School performed above the Australian average in all areas including, Mathematics, Science, Reading, Financial Literacy, and Problem Solving. Jackie Chapman, Jye Herron, Dylan Overend and Rowan Miller performed in the top 10% of all students worldwide.

BHS students and our community are graced with a fantastic staff. They are creative, intelligent, hard working, fun filled and never cease in their devotion to our children. I would like to publicly thank all our staff for their hard work, dedication and focus on learning. 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 after school study tuition. This year Tuesday afternoon study ran throughout the year, a number of overnight ‘study ins’ were conducted and the school was staffed every day of the Term 3 holidays to provide Year 12 with teacher assistance and a quiet study space.

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.

Mr Garry Atkinson – Relieving Principal

P&C Message

In 2013 the Bombala High School has a small group of dedicated parents. The P&C meets at 7pm on the fourth Monday of each term. The meetings are informative and open with reports and presentations from the Principal on a regular basis. The P&C always welcomes new members to allow the group to grow and generate new ideas to assist the school. Our fundraising was minimal due to lack of catering functions available. This in turn didn’t allow us to build on our fundraising dollars. Volunteer hours are worthwhile when you see some of the ways the money is utilised. Through our fundraising we were able to contribute to the cost of sponsorship for our representative teams including netball, volleyball and basketball.

Mr Phillip Steel retired as our Principal at the start of the 2014 year. We thank him for his dedication and commitment to the school during the last 4 years. We wish him and his wife Jane all the best. Phillip - your constant support will be missed.

I thank all the other community members who have contributed in some way. A big thank you to Val and Slip Reed for their kind donation of wood for our street stall.

On behalf of all the parents and carers thank you Mr Phillip Steel and all the staff for your hard work during 2013.

A huge thank you to our retired Treasurer Lionel Platts who has been committed to the P&C for several years. Thank you to our P&C Treasurer-Julie Jones and Secretary - Helen Parr for their hard work and support. Finally to those who attended our meetings and helped make decisions, or baked a cake or sold a ticket on our Street Stall a big ‘thank you’.

All of the above people combined together to support our teachers and children at school. We look forward to another successful year in 2014.

Sheree Jones - President of Bombala High School Parents and Citizens Association
Student Representative’s Message

The Student Representative Council (SRC) 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 the following;

- Regular meetings were held with Mr Fuiono the SRC co-ordinator
- A welcome to Year 7 social which proved to be very popular. The student numbers were higher than average, and provided a safe environment in which they could have fun and interact with new friends.
- School president elections were organised 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 our outgoing presidents Harry Sellers, Emily Chapman and Lucy Illes-Ingram for their efforts and organisation over the year.

Keiren Rodwell and Veronika Hartmeier – 2014 Presidents

Student Information

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

Student Enrolment Profile

The school has maintained a high level of attendance compared to both region and state statistics.

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 program (SSV).

The following senior electives ran during 2013:

- 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**

The school has made significant gains in retaining students compared to both 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. This program, plus a greater focus on HSC qualifications and future careers, has increased our retention rates to very positive levels.

![Retention to Year 12 (SC to HSC)](image)

**Post-school Destinations**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time study</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td>incl. apprenticeships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time work</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Part time work</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
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</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. Courses included:

- Primary Industries
- Construction
- Hospitality
- Metals and Engineering
- Automotive Services
- Information Technology
- Community Services.

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

School Based Apprenticeships and Traineeships (SBATs) were also popular in 2013. Students
entered SBATs in a wide range of areas including: Retail Operations and Diesel Mechanics.

Negotiations have been completed to offer the following TAFE courses during 2014:

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 was 8.

Year 12 Students Attaining HSC or Equivalent Vocational Educational Qualification

All Year 12 students were successful in gaining their Higher School Certificate in 2013. This is due to the supportive and professional staff who carefully guide students in their study programs and to the Year 12 Advisers, Ms Caitlin Morrison and Mr Ben Fuiono who worked closely with students to ensure their success.

Workforce Information

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

Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Hearing</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>25.3</td>
</tr>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No Indigenous workers are currently employed at the school.

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. During 2013 two staff were transferred from the school with staff retention over 90%.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>100%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tr>
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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>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>172186.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>110099.12</td>
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<tr>
<td>Interest</td>
<td>6838.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19302.63</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>746448.26</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>48353.50</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>32804.84</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>49545.44</td>
</tr>
<tr>
<td>Library</td>
<td>5635.97</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>178.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>193038.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>24713.12</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58764.85</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>81727.61</td>
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<tr>
<td>Maintenance</td>
<td>39915.11</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21948.27</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>556625.79</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>189822.47</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 Financial Statement is tabled at the annual general
meeting of the Parents and Citizens Association (P&C). Further details concerning the statement can be obtained by contacting the school.

School Performance 2013

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

Leadership with Laptops

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

During the year 60 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.

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.

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 as 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 Shelley for organising this program each year.

Senior Studies Vocational Program

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

Four students joined the program in 2013. 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.

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

School Learning Support Program

Mrs. Margaret Deighton continues as Head Teacher Literacy and Numeracy for 2013 on a 0.6 basis. She has developed a very successful program of literacy and numeracy development and continues to chair regular learning support team meetings. In particular providing support for an increased number of funded students. Three of these students have high dependency needs.
Learning Support Team

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

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 and containing a checklist of adjustments teachers could trial in their classrooms.

In 2013 the acclaimed ‘MultiLit’ program was continued with students in Year 7 and 8 who were below the national benchmarks. An additional two staff were trained in Multilit during 2013.

The Crossing

In 2 groups, 30 students attended The Crossing excursion during 2013. One group was for those who had never been before and another group for those attending for the second time. Students participated in a wide range of environmental and sustainability programs.

Transition from Year 6 to 7

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

- an orientation day for students
- an orientation evening for parents and
- The Deputy Principal also attended the combined Year 6 Melbourne Excursion as a part of our transition program.

Two parent information evenings 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 changes to the HSC syllabus and examinations.

Year 9/10 Premier’s Debating Challenge

Bombala High School hosted Round Three of the Premier’s Debating Challenge against Jindabyne Central School.

Library

In 2013 our Library continued to provide resources for both students and staff. This year there was a focus on renewal of the fiction collection in particular as well as ongoing additions in a wide range of subjects in nonfiction.

Students undertaking distance education courses work and are supervised in the Library. This year subjects included: Ancient History, Business Studies, Art, German and Indonesian. These students worked with independence and thoughtfulness with the Art and German students, in particular, being highly commended by Karabar for their achievements.

The Library has remained the venue for senior students working on class tasks and independent
study. Support of these students is offered in various forms (individual and small group basis) by Ms Harris including topics on:

- Motivation
- Organization
- assessment task preparation
- study techniques
- resources
- literacy
- stress management and
- examination preparation and practice.

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**

This award recognises excellence in Science by Year 11 students and is 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 and Transplantation, Developmental and Stem Cell Biology, Molecular Cardiology and Biophysics, Molecular Genetics and Structural and 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 Keiren Rodwell. Keiren received his award for outstanding achievements in Biology.

**Technology**

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.

**Languages**

The Languages Other Than English (LOTE) program is currently limited to Year 7. Students study Japanese and the language and culture that come from Japan. Students used a range of strategies including speaking, listening and writing Japanese, listening to music and creative arts projects.

**School Based Apprenticeships and Traineeships**

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

Two new School Based Apprenticeships and Traineeships were established in 2013.

**Careers**

A comprehensive careers program is offered to students across all year levels at BHS, with a wide range of activities including the following:

- Post school education visits to University of Wollongong, University of Canberra, Macquarie University, University of
Technology Sydney, Canberra Institute of Technology and Cooma TAFE were undertaken.

- Students in Years 7-10 participated in the inaugural University of Canberra Aspire program.
- Year 10 students spent a full day at University of Canberra on the ‘UC 4 Yourself’ program.
- Work Experience and Work Placement Programs were offered to students in Years 10-12.
- Guest speakers and presenters from a wide variety of institutions including universities, TAFE, Australian Defence Force, ANU Rural Health and private training providers visited.
- Rural Fire Service Cadet training program for students in Year 9.
- Externally accredited training for workplace WH&S was offered.
- Students participation in Taste of TAFE and Try a Trade days
- A visit to Kapooka Army Recruit Training Base was offered.
- Pathways and curriculum choice evenings for students and parents were conducted.

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.

Mathematics

The faculty provided teaching and learning, resourcing and assessment for students in all Year groups in 2013. Programs and Assessment notifications were provided for all students.

All staff attended various professional learning opportunities during the year. Numeracy activities continued to be part of the school’s peer tutoring organisation.

The Content Endorsed Course for Mathematics was further revised and developed in the Senior Studies Vocational program in 2013 with the new General Maths syllabus being implemented.

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

Snowsports Program

Students enjoyed another great snowsports season in 2013. The Snowsports 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. Unfortunately many days during the session were cancelled. Helmets are compulsory for all students and no accidents or injuries occurred.

The school is appreciative of the support offered by Perisher Resort and the National Parks Organisation with both groups providing discounted rates for our local Snowy Mountains schools.

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:

- 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.

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 and Primary Industries. Twenty students travelled to Cooma TAFE each Wednesday to undertake VET programs in:

- Metals and Engineering
- Automotive Engineering
- Community Services.

Once again the number of students attending TAFE based courses was limited by the availability of space on the bus.

Sport

We started the year with a swimming carnival. A rare fine day saw strong competition, fun with the novelty events and of course the house spirit. Swimming Age Champions were:
Dylan Elton, Ky Rodwell, Adam Rodwell, Bailey Jones, Keiren Rodwell, Miriam Stewart, Keiarna Rodwell and Jade Mathias. The age champion handicap (The Golden Platypus) was won by Darcie Roberson and Keiren Rodwell. The winning house on the day was Rockton.

The cross country was held at the Golf Course. Cross country age champions on the day were: Jack Camp, Blake Stevenson, Jacob Rebbechi, Thomas Regent, Bailey Jones, Keiren Rodwell, Miriam Stewart, Molly Badewitz, Bella Russell, Janine Jamieson, Renee Ingram and Katherine Pajuczok. The winning House was Myanba. At zone competition Bailey Jones came in second and Katherine Pajuczok first in their age divisions.

The Athletics Carnival Age Champions were: Zac McGowan, Blake Stevenson, Nathan Devine, Toby Mustard, Thomas Regent, Corey Morrison, Keiren Rodwell, Heather Parsons, Miriam Stewart, Keiarna Rodwell, Aimee Badewitz, Renee Ingram and Janaya Long. The winning house on the day was Rockton. At zone level Bailey Jones was the runner up in his age division and Keiren Rodwell was age champion. Attending the regional carnival, Bailey placed second in the triple jump and at state placed eighth while Keiren placed ninth in the discus and sixth in the javelin.

In the team events at zone level our basketball team made the zone final and in volleyball both our girls and boys teams were undefeated making the South Coast Top Eight Knockout. Our boys placed third in the finals and our girls finished in second place regionally. Going through to state the girls team finished eleventh. Both teams also entered the Western Division Championships with our boys’ team winning the event.

In rugby league we entered a team in the under 16 competition and in zone touch football our boys won the zone championships and made it onto regional finals.

Our U/15 basketball team became the zone winners and runner up at region (just missing out on a state position).

Girls netball teams were runners up in both the under 15 team and opens at zone with the under 15s team finishing thirteenth overall in the state.

Our snowsports success continued with Richard Stewart placing second in the Alpine Air State Interschool Championships and Miriam Stewart finishing third and second in the Skier X events at region and state.

Overall our sport program at BHS supported participation and effort but allowed for standout teams and individuals to progress to higher state/national levels of competition where appropriate.

**Academic Achievements**

**NAPLAN**

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 re-tested in Year 9. Our growth figures, except for spelling, when compared to state averages, for students from Years 7 to 9 are outstanding.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and
Numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest)
Year 5: from Band 3 (lowest) to Band 8 (highest)
Year 7: from Band 4 (lowest) to Band 9 (highest)
Year 9: from Band 5 (lowest) to Band 10 (highest)

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

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

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 7 - Numeracy

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 9 - Numeracy

Higher School Certificate (HSC)

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).

As BHS has a relatively small number of students, graphs for many subjects are statistically inaccurate. General Mathematics had a large enough cohort of students for
2013 to be a valid representation of the cohort in General Mathematics.

HSC Standout Performances

BHS had a number of standout performances in the 2013 HSC. Emily Chapman achieved a Band 6 in Food Technology and Sam Buckman achieved a Band 6 in 2 Unit Mathematics. In Music both Jaik O’Hehir Elton and Scott Hepburn achieved a Band 5 with Brittany Long (Ancient History), Harry Sellers and Richard Stewart (Agriculture) achieving Band 5.

Transitional Equity Funding

BHS equity funding supported all major excursions, senior study trips, technology and activities to address isolation. These are mentioned earlier in this report.

School Planning and Evaluation 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.

In 2013 our achievements included the following:

- Bombala Learning and Study Technique BLAST program was further refined and extended into all classes.
- Quality Teaching Strategy with a focus on reflection on practice, planning for quality, high expectations of quality teaching continued. Inservice courses were run for staff by staff, maintaining a focus on quality teaching.
- Personal Best Strategy was continued: clear goals and a pathway to the future, deep subject knowledge, self-motivated and independent learning and examination performance were key focus areas.
- DER laptops program was extended to all students 7-12.
- Interactive Whiteboard Program was further supported by training and resource purchases.
2014 targets to achieve this outcome include the following:

- 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 are delivered by EWB or ICT
- 20% lessons are offered via MOODLE or a web based program

School Priority 2
Outcome for 2012–2014

Ensuring high literacy and numeracy outcomes

In 2013 our achievements included the following:

- Peer Tutor Program continued;
- K-12 Writing Continuum DaBBS developed.
- SLSP was streamlined with co-ordination committee/processes established.
- Learning Support Team continued with regular scheduled meetings with increased targeting of students using data.

2014 targets to achieve this outcome include the following:

- 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.
- Two additional teachers trained in the Multi Lit Program.

School Priority 3
Outcome for 2012–2014

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

In 2013 our achievements included the following:

- Senior Studies Vocational program continued.
- ASPIRE University links program continued.
- BFIT Trade Training Centre was used and promoted within the community.
- JBaM Shared Curriculum model re-examined.
- Study Skills program for students continued and expanded to cater for bus students.
- Optimised Learning Program was used.
- There were extension classes for Year 7 to 10 (English, Mathematics).

2014 targets to achieve this outcome include the following:

- 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 2014.
• Band 5 and 6 performance has increases from 12% (13 Band 5 and 6 scores in 2012) to 20% in 2014.
• 30% students in SBAT in Stage 6.
• 90% or above retention rate achieved;
• 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.

School Priority 4
Outcome for 2012–2014

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

In 2013 our achievements included the following:
• Positive Behaviour for Success program continued.
• A Student Welfare Worker was established with clear role definitions.
• Personal Best Strategy was introduced and implemented through school values.

2014 targets to achieve this outcome include the following:
• School achieves all PBS benchmarks.
• 100% of students have attended a university links program.
• Student Welfare worker position is operational.

School Priority 5
Outcome for 2012–2014

Placing the school at the centre of its community

In 2013 our achievements included the following:
• DaBBS Performing Arts Festival was supported with BHS involvement.
• School Publicity Program was developed.
• School TAFE program continued to operate.

2014 targets to achieve this outcome include the following:
• All term editions of the Bombala Times feature items from the school.
• Three TAFE Adult Education programs are running in the BFIT centre.
• School Facebook page established.
• One trade-based TAFE program in place.

Professional Learning

During the year staff participated in a wide variety of training and skill development. Staff completed mandatory training requirements in child protection, CPR, e-emergency, code of conduct and anaphylaxis.

Regular staff development days, curriculum planning days and combined Monaro Education Group (MEG) and Delegate, Bombala and Bibbenluke (DaBBS) groups met to co-operatively plan the Australian curriculum implementation for 2014.

Specific KLA days were also integrated into the BHS timetable to allow for faculty planning and resource development.

There was a continued focus on teaching and classroom practice looking at the Habits of Mind and BLAST – how it is implemented in classrooms with different subjects and ways teachers are adjusting teaching to cater for the BLAST philosophy.
Each teacher was allocated $800 for professional development by the Department of Education and Communities with this money best being spent using a team/group approach. BHS again found greater value in local training rather than one teacher being in-serviced and then bringing the training back to the school for implementation.

Parent/Caregiver, Student, and Teacher Satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Staff, parents and students consider BHS a school that provides an engaging learning environment in a small rural town. They believe there is wide access to a broad curriculum with ample opportunities to expand student views of the world. Parents and students considered staff to be friendly, committed and approachable. 95% of parents believe the school is attractive, well resourced, open and connected to the community it serves.

The executive, staff and parents positively commented upon the quality and variety of teaching programs offered for a small comprehensive high school. 97% of parents, students and staff believed that BHS has a strong welfare policy and that students in our care are safe and well looked after. Parents particularly liked the ‘personal touch’ given to families when required.

Program Evaluations

DER Laptop Program

Background

During 2012 and early in 2013 all students were provided with a DER laptop with storage and charging space provided. With considerable expense in setting up this expanded technology program it was felt an evaluation of the use and further development of this initiative would be of benefit. Discussions were conducted with Stage 4 students, staff and the DER laptop co-ordinator to examine the program and its effectiveness.

Findings and conclusions

Use of technology in classrooms was a key focus of the evaluation. Indications were that greater use of technology in classrooms could occur in the Stage 4 area as the laptops are introduced to new students in Year 7. In particular, it was felt that a few subjects used the laptops more often than others.

The process of borrowing laptops was seen as working adequately with a relatively seamless process taking up only a short amount of class time when the machines were required. Teachers commented that planning ahead with the laptop borrowing was worthwhile.

The laptops for Years 7 and 8 are located in the Library with storage facilities secure and allowing the nightly charging of laptops. All respondents felt this location was working well and suitable with minimal disruption to classes/students in the Library as borrowing occurred. Supervision of the laptop borrowing process was by classroom teachers and SASS staff in the library.
Future directions

- Sustainability of the program is of upmost importance and the $50 deposit for each machine at the start of Year 7 should continue with monitoring of price/replacement at regular budget meetings.

- Greater laptop usage in classrooms is suggested. This will be primarily achieved through a focus on laptop training, how laptops are used in different classrooms and resources available and promoted through staff meetings and curriculum days.

- With the Australian curriculum being implemented in 2014/2015 the increased online resource database available should be a focus during staff development days and DaBBS days/MEG meetings using the program builder.

Informs assessment policy change. The review was conducted by each faculty overseen by the executive member leading that team.

Findings and conclusions

There were relatively minor changes to the assessment outcome focus in all stages, with the weighting of assessments adjusted to cater for the new curriculum and Board of Studies changes. Work will need to occur on the development of new assessment tasks and the adjustment of some to reflect the new policy and curriculum.

Future directions

- Further develop and expand BLAST to provide students with a strong scaffold structure to more accurately answer short and extended responses.

- Inform parents and students of the changes to the BHS assessment policy.

- Develop new assessment tasks that support the policy.

- Share developed assessments with other faculties through staff meetings and staff development days to provide examples of best practice.

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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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: