Bombala High School

Annual School Report 2014
School context statement
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 in 2014 was to lead excellence, innovation and opportunity for student success.

Bombala High School 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;

- Encouraging 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. Classrooms have the electronic whiteboard technology as well as all students having access to a laptop. 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 152 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. Seventy percent of students live on farms or in a rural setting and many students 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.

P&C report

In 2014 Bombala High School had a small group of dedicated parents who attended the P&C Meetings. The P&C meets on the fourth Monday of each term. The meetings are informative and open with reports from the Principal at each meeting. The numbers in 2014 increased steadily as the year progressed. The P&C always welcomes new members to allow the group to grow and generate new ideas to assist our school. The P&C catered for the successful Rotary Public Speaking Competition, thank you to all those who helped with this event.

A thank you to all those who have taken on executive roles this year, attended meetings, helped with catering, baked a cake or sold tickets on the street stall.


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

Attendance figures in 2014 were close to the state figures and have remained consistently high over the past 7 years.
Management of Non-attendance

Student attendance is monitored 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. The absence of one or two children for a significant period of time can affect the figures. These students are supported through the Home School Liaison Program.

Retention to Year 12

The school has continued to make gains in retaining students in comparison to state figures. The introduction of the Senior Studies Vocational program in 2011, as well as a focus on HSC qualifications and developing links with universities, has increased our retention rates. This retention data in 2014 is based on those students who sat the NAPLAN test in Year 9 and the HSC at the same school.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>4</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td></td>
<td></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. 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 2014. Students entered SBATs in a wide range of areas including: Retail Operations and Diesel Mechanics.

Negotiations were completed to offer the following TAFE courses during 2014:
- Child Services Certificate III
- Aged Care Certificate III
- Business Services Certificate III
- MYOB Computer Certificate
- Computer Skills for Employment
- Literacy and Numeracy
- Heavy Vehicle and Machinery Cert II through CIT in Canberra

Total number of course enrolments in vocational education, VET and TVET was 15 which is 50%.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

100% of Year 12 students were successful in gaining their Higher School Certificate in 2014. 50% of students also completed a vocational education qualification. This is due to the supportive and professional staff who carefully guide students in their study programs and to the Year 12 Adviser, Ms. Donna Shelley 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>10.8</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 ESL</td>
<td>0</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>
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<tr>
<td>Total</td>
<td>24.5</td>
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The Australian Education Regulation, 2014 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.

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

**Professional learning and teacher accreditation**

All twenty teachers at Bombala High School participated in professional learning in 2014. This professional learning can be categorised under a number of headings including Student Welfare, Aboriginal Education, Career Development, Higher School Certificate and Departmental Training. The purpose of this training was to improve the opportunities for students in the school and to support the school plan.

In 2014 the school spent a total of $22,105.72 on staff professional learning. An average of $1,105 was spent on each teacher.
The School Development Day in Term 1 focused on mandatory training (Child Protection, Code of Conduct) and the development of Higher School Certificate Compliance Folders. In Term 2 the focus was on the HSC and moving students ‘up a band’ through the use of ALARM. This was a follow up session on School Development Days from 2013. The staff development day in Term 3 was spent on First Aid and CPR training and reviewing the school plan and initialising the planning for 2015. The two School Development Days in Term 4 focused on Indigenous Education and up skilling staff to more effectively run Sport and PE in the school.

One casual teacher completed their accreditation at Proficient level through the Board of Studies Teaching and Educational Standards (BOSTES). There were 3 teachers within the school who were maintaining accreditation at the Proficient level. The school also has 8 staff members who are seeking voluntary accreditation at Highly Accomplished or Lead.

Beginning Teachers
Bombala High School did not have any beginning teachers in 2014.

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>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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</tr>
<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>821202.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<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>594134.88</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>227067.56</td>
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</table>

A full copy of the school’s 2014 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 2014

Rural Fire Service

Year 9 students train in a ten week program as part of the Rural Fire Service Cadet Program. Each week Danny Barker and John Reed work 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 120 students successfully completing the program. Thanks to Ms Shelley for organising this program each year.

School Learning Support Program

Mrs. Margaret Deighton continues as Head Teacher Literacy and Numeracy for 2014 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 2014 the acclaimed ‘Multi-Lit’ program was continued with students in Year 7 and 8 who were below the national benchmarks. An additional two staff were trained in Multi-Lit during 2014.

HSC excursion to Europe

2014 saw 4 students from Bombala High School join with students from Monaro High School to travel to Western Europe. This excursion was designed to supplement the Year 12 Core Studies in Modern History and Ancient History. Students were accompanied by Mr Glen Warren and Ms Rebecca Robson. The excursion took in Pompeii and Herculaneum and the Western Front and was run through Academy Travel.

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 Year 7 2015 Year Adviser also attended the combined Year 6 Melbourne Excursion as a part of our transition program.

Library

In 2014 our school’s resource collection was further effectively consolidated in a number of ways: there was the ongoing purchase of fine examples of young adult fiction; our non-fiction collection was supplemented by quality titles and we began a significant cull of resources in both these areas which will continue in 2015.

The provision of distance education courses still takes place in the Library. This year there were students in German and Graphics who used Moodle to access their work and teachers at Karabar DEC. While working independently, these students succeeded in gaining valuable knowledge and skills.

Our senior students continue to be in the Library for their study periods. This offers time for working on independent study and class tasks. During the term, and especially before examinations, the students are also provided with extra study opportunities with their teachers. The nature of Bombala’s small school size means that there are ample possibilities for senior students to develop their skills and knowledge; teaching staff and Ms Deb Harris willingly offer subject specific skills, as well as motivation, study techniques and organisation, assistance with assessment tasks and examination preparation and practice and maintaining a balance in achieving goals beyond the Higher School Certificate.

The Library Staff, Ms Deb Harris and Mrs Anne Caldwell, continue to offer staff and students access to information and resources, printing opportunities and the delight to be found in reading splendid books for pleasure.

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 Jackie Chapman. Jackie received her award for outstanding achievements in Biology.

Sport

Once again sport was a highlight for many of our students in 2014. Our three school carnivals were supported in great numbers by our students. Nalbaugh was our triumphant house in all three carnivals, (swimming, cross-country, and
athletics) and was therefore awarded the house shield. We had 3 students represent us at Zone Swimming level, 8 at Zone Cross Country and 32 at Zone Athletics. We had 2 students progress to the State Athletics championships in Sydney where Keiren Rodwell placed 6th in Javelin and Bailey Jones placed 6th in triple jump.

Keiren Rodwell also represented Bombala High School in the South Coast Open Boys Volleyball and Basketball teams which he also captained.

We had 5 boys chosen to represent our zone in Rugby League teams.

Our team sports experienced success also in 2014. We entered teams in volleyball, soccer, basketball, touch, rugby league and netball knockouts.

Our Girls’ Volleyball team was crowned Zone Champions and narrowly missed a place in the State Finals.

Our Boys Touch Football team was Zone Champion and strong competitors at the regional finals in Ulladulla, despite the awful conditions.

Our Rugby League team was also the Zone Small School Champion.

Thank you to all those staff who coached sporting teams and a particular thank you to Mr Gary Herron and Mrs Emma Sullivan for their coordination of sport.

Overall our sport program at Bombala High School supported participation and effort but allowed for standout teams and individuals to progress to higher levels of competition where appropriate.

### Academic achievements

#### NAPLAN

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

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

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

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.

Alternatively:
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)
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).

Bombala High School has a relative small number of students. As a result of this graphs for many subjects are statistically inaccurate.
HSC Standout Performances

BHS had a number of standout performances in the 2014 HSC. 11 students achieved Band 5 results including Sarah Marion (Ancient History), Rowan Miller (Biology, Geography, PDHPE), Keiren Rodwell (Biology, PDHPE) Jake McKinnon (Design and Technology), Jack Baldwin (Music), Adam Haley-Perkins (Music), Veronike Hartmeier (Music, Primary Industries), Daniel McKinnell (Music), Kayla Jamieson (PDHPE, Primary Industries) and Jade Crouch (Hospitality).

Significant programs and initiatives – Policy and equity funding

Equity funding supported all major excursions, senior study support programs, technology and activities to address isolation. It was also used to provide extra staffing in classrooms to improve student outcomes.

Aboriginal education

All KLA programs were reviewed in 2014 to include Aboriginal perspectives. The school was also an active member of the Bundian Way Committee which is working on the development of this project as well as incorporating the use of the Bundian Way into educational programs within the school.

AiME provides mentoring and educational services for Indigenous high school students to see them get through at the same rate as every Australian child. In 2014 we had 4 Indigenous students involved in the program from Years 10 and 11. These students attended leadership sessions at the UOW Bega Campus and were involved in mentoring sessions across a variety of areas including racism, public speaking and drugs and alcohol.

Our partnership with AiME has been very beneficial for the students with all of them taking on more leadership roles within the school community.

Multicultural education and anti-racism

The school held a successful Harmony Day which saw students involved in a range of activities including the role of music in cultural expression and beads and threads to highlight the cultural significance of jewellery. Students also were involved in the preparation of multicultural foods and completed indigenous paintings which were among the many options that the students had on the day.

Aboriginal background

One of the key programs that was instituted in 2014 was an improvement in the transition program. This was focused particularly on
Year 6 into 7 and a number of programs were run. Individual students were also targeted to assist them in the transition into high school with a focus on students from an Aboriginal background. Our Aboriginal students maintained their strong academic results with Tim in Year 11 starting his traineeship in Land Conservation through the National Parks and Wildlife Service.

Learning and support

Students with identified additional learning needs were provided with additional teacher support within the classroom as well as support from the School Learning and Support Officers. Those identified students also had personalised learning plans developed from them and staff were provided with training at staff meetings to help them support these students.

Socio-economic background

One of the important areas for the school is helping students to gain access to quality educational opportunities despite the low socio-economic background that many face. The school has supported students and families to attend excursions as well as have visiting artists attend the school. We have also further developed our links with the University of Canberra and the University of Wollongong to increase student expectations and to strengthen relationships.

The school employed a Head Teacher Literacy and Numeracy to work with both staff and students to improve results. Teachers ran the successful multi-lit program as well as a range of individual and small group activities. To cater for our students, the school also ran a number of study-ins for the senior students as well as running a homework centre one day a week which was well attended.

School planning and evaluation 2012—2014

School evaluation processes

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

- The use of surveys with staff, students and parents
- Analysis of data from NAPLAN, ESSA and HSC to inform practice.
School planning 2012-2014:

School priority 1

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

In 2014 our achievements included the following:

- Bombala Learning and Study Technique (BLAST) program was further developed and was delivered through all classes with a focus area each fortnight that was presented to students during one lesson per fortnight.
- In-service courses were run for staff by staff with the focus on quality teaching.
- The school moved away from the idea of using Moodle with the focus being on a suite of software including OneNote and Edmodo.

School Priority 2

Outcome for 2012–2014

Ensuring high literacy and numeracy outcomes.

In 2014 our achievements included the following:

- Peer Tutor Program continued and was expanded to become I-Max which involved students from Years 7-10 being involved in the peer tutoring, CARS and STARS and CAMS and STAMS.
- The Learning Support Team continued with regular scheduled meetings with increased targeting of students using data.

School Priority 3

Outcome for 2012–2014

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

In 2014 our achievements included the following:

- Our Senior Studies Vocational Program continued.
- ASPIRE University links program was further developed.
- The BFIT Trade Training Centre was used and promoted within the community. TAFE courses ran in the centre for 3 sessions per week.
- Our Study Skills Program for students continued and expanded to cater for bus students.
- The Optimised Learning Program was expanded.

School Priority 4

Outcome for 2012–2014

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

In 2014 our achievements included the following:
The Positive Behaviour for Success Program continued with signage placed around the school to promote school values.

A Student Welfare Worker position was continued under the Chaplaincy Program.

Personal Best Strategy was introduced and implemented through school values.

School priority 5

Outcome for 2012–2014

Placing the school at the centre of its community.

In 2014 our achievements included the following:

- The school was able to increase its presence in the Bombala Times.
- A window display in the main street was developed and updated regularly.
- Three TAFE Adult Education programs were run in the BFIT Centre.
- Investigations were undertaken into the best means for communicating with parents.

Future Directions

2015-2017 School Plan

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

As part of the development of the school plan a new mission statement was developed. The new statement is empowering all students to value knowledge and skills that support them as lifelong learners.

The three strategic directions that have been set are:

1. High quality teaching and learning
2. Promoting positive culture and values
3. Enhancing organisational effectiveness.

The identified products and practices for each strategic direction are:

Direction 1:

Product:
All students have a Personalised Learning Plan.

Practice:
Personalised Learning Plans are used to drive program, lesson and resource development.

Product:
All staff compliance folders are current and meet all requirements.

Practice:
Compliance folders are used to ensure consistent, high quality educational practices within the

Parent/caregiver, student, and teacher satisfaction

In 2014, 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. 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. Parents particularly liked the ‘personal touch’ given to families when required.
school and provide evidence of curriculum adjustments.

**Product:**
All staff are involved in classroom visits and undertaking of coding based on the Quality Teaching Framework.

**Product:**
Parents feel more comfortable in supporting their child’s learning.

**Practice:**
Teachers and parents work together to support student learning.

**Direction 2:**

**Product:**
All students have a clearly defined academic, personal and social goal which is clearly articulated in their Personalised Learning Plan.

**Practice:**
Students understand how to use goals to support their development.

**Product:**
The role of House groups in the school is expanded.

**Practice:**
House groups play an important role in setting the culture of the school.

**Product:**
Positive Behaviour for Learning Program is embedded into school practices.

**Practice:**
School values underpin school actions.

**Product:**
There is an increase in participation levels of parents in school events.

**Practice:**
Numbers of parents attending school events increases.

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**Direction 3:**

**Product:**
All students use diaries and strategies for organisational purposes.

All notes and monies are submitted on time.

**Practice:**
Students are able to effectively organise their time to meet assessment requirements.

**Product:**
Processes within the school are clear and role statements exist.

**Practice:**
Processes and role statements are clearly defined, understood and followed by all in the school and drive the school forward.

**Product:**
A social media platform is established for communication with the school community.

**Practice:**
Communication with school community is more effective and greater involvement of parents is occurring.

**The Key processes for each strategic direction are:**

**Direction 1:**

**Students:**
- Develop structures to enable the creation of Personalised Learning Plans for all students.

**Staff**
- Develop structures to support completion of compliance folders and coding of lessons.

**Parents:**
- Strengthening partnerships with parents to support learning.
Direction 2:
Students:
- Provide students with a set of skills that will assist them to set relevant goals.

Staff:
- Embed the Positive Behaviour for Learning Program into the processes of the school
- Trained in the implementation of the Positive Behaviour for Learning Program

Direction 3:
Students:
- Provide students with the skills needed to become better organised.

Staff:
- Create usable documents which clearly define all key roles and processes within the school.

Parents:
- Provided with an effective means of communication between parents and the school.

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.

Glen Warren Relieving Principal
Martin Lyons R/Deputy Principal
Debra Harris Librarian
Emma Sullivan Sport Coordinator
Dawn Worley President P&C
Raelene Stevenson School Administrative Manager (SAM)

School contact information
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Fax: 02 6458 3866
Email: bombala-h.school@det.nsw.edu.au
Web: www.bombala-h.schools.nsw.edu.au
School Code: 8486

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