School context

Bemboka Public School is a small rural school situated 35 kilometres from the nearest retail centre in Bega. It has an enrolment of 52 students with 13% being Aboriginal. The school has close links with the local community where we support many local events such as the local agricultural Show, the Lions Christmas Fair and ANZAC day ceremonies. The local community supports us by participating in our Stephanie Alexander Kitchen Garden program and supporting us with financial donations for our presentation night.

The school offers a diverse curriculum to engage learners with woodwork, gardening and cooking classes enjoyed by all students across the school year. We have a special focus on literacy and numeracy and have implemented programs to support increased expectations of achievement for all students. We also emphasize the importance of leadership, in particular, student leadership as we prepare our students for their future.

Principal Report

As I reflect on another successful year at Bemboka Public School I would like to present this report as a proud record of our achievements and the continued documentation of our ever evolving educational journey.

Students have demonstrated through their achievements and attitudes the joy of being part of a learning community where success and challenges are celebrated and embraced.

We have enjoyed great support from our parent community and the wider community. Parents have raised funds for excursions, learning support and the Kitchen program. They have placed a great deal of trust in the school to educate and support the growth of their children as future citizens. We respect and value this trust highly and thank everyone for their support.

My thanks go to the teaching staff, Julie Collins, Ian Robertson, Mark Moses, Nel Reeve and Jane Richmond for their commitment to their profession and the students they teach. Working in a small school demands many skills and the wearing of many hats, but our staff at Bemboka Public school do it with ease and style! It is also important to recognize our admin support staff Ellen and Jenny, who are tireless workers for all of us, students and teachers. To Swaroopananda, Elyse, Dan and Stuart, who have established programs in the school to support student engagement and learning, I thank you.

Our school grounds and maintenance have been in the capable hands of Lindsay Keddie. Lindsay has taken leave for 2015 and will be replaced by Stuart Alcock. I wish to thank Lindsay for his significant contribution to our school over the years.

It was also a great surprise and privilege to receive an “Excellence in Education” award from our local state member of Parliament at the end of year presentation evening. This was made more special by the fact that I was nominated by my colleagues at Bemboka Public School.

Every year we get better at what we do and it’s never too late to change what we do, or think, if we believe it will make a difference!

It has been a privilege to lead this school in 2014 and to reap the rewards of our combined efforts.

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.

Janice Rogers

P&C Report

The P&C worked hard to raise funds to support the school in 2014. Whilst we had a relatively quiet year with no major events we still raised a considerable amount of money.

Money was raised through the canteen on Mondays and funds from this support the running costs of the kitchen. We also raised funds through Garden Express orders, our Easter Raffle which is very generously supported by all parents, and the Mother’s Day and Father’s Day stalls.

We had the task of catering for fifty seniors who visited our school before Christmas and we catered for the local Show. We organised a Car Boot Sale and finally a disco for the school students at the end of Term Four.

The money we raised provided School Injury Insurance for all students, a new air conditioner
for the classroom and relocation of another air conditioner. We also provided eight new iPads for student use and covered the costs of the School Learning Support Officer in Term Four.

Mark Henry President Bemboka Public School P&C

Student Leader’s Report

2014 has been a very eventful year in which we welcomed Mr Mark Moses who taught Years 5/6 and they all had an awesome year. This year the garden has been an extraordinary success, which we have all enjoyed very much. Dan has been an excellent guide. The produce we receive from our wonderful garden is cooked up into delicious meals that follow the Stephanie Alexander Kitchen Garden National Program. Woodwork lessons are taught by Stuart Alcock every Thursday. He helps students create useful objects that they all enjoy making and get to take home. We all appreciate the ladies who come in every Monday to run the canteen, without them we wouldn’t have food. Everyone in the school loves the office ladies. They are helpful kind and caring. They are always there to help us and we thank them.

We love the excursions that we have been offered. We all have an amazing time, seeing famous landmarks, admiring native animals, learning new skills and most importantly having a great time. On these excursions we meet our peers with whom we will attend High School. Year Six love the inspiration we receive on these occasions. It helps us get an idea of what we want to do later on.

All the experiences we’ve had through the year have been beyond amazing. The leadership camp in Sydney was magnificent. We all got to stay an extra day. It was one of our favourite camps.

In November 5/6 went to Jindabyne camp. We enjoyed unbelievable activities, some of which were challenging others were scary. At this camp we learnt a lot about ourselves and we met new friends as well. Yr6 would like to thank all the teachers who have helped us grow over the seven years of our education and we loved attending Bemboka Public School. We will miss it!

Written By Carla Alcock and Divyatma Saraswati

Bemboka School choir singing at the Sapphire Marketplace in Bega

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
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Student attendance profile

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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

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<th>Position</th>
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<tr>
<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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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>12 days</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>7.5</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Bemboka Public School has no Aboriginal members of staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100 %</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff participated in professional learning this year. Bemboka Public School participated in a national partnership for Improving Literacy and Numeracy with four other schools on the Monaro. We chose to focus on improving Numeracy. Professional learning was provided by using Vivienne Chelin the head mathematics teacher from Monaro High school and a former consultant with the DEC as our mentor. We had two staff development days with our small school network focusing on consistent teacher judgment and evidence for placing students on PLAN. One staff member was sent to Sydney to complete the MiniLit training and another was sent to Sydney to complete training in the Primary Connections Science program and how to link it with the new science curriculum. The Principal completed the GROWTH Coaching for Leaders program and used this process as part of the TARS for the staff. The Principal also travelled to Hong Kong and England as part of the LEAP program to look at schools and understand the systemic changes that have led to improvement in schools. The SASS staff were involved in their network meetings. One teacher was involved in a leadership alliance where she partnered with a peer teacher from another school and they shadowed each other. Learning support workshops were attended by our learning support teacher and all teaching staff completed online learning modules to support the implementation of the English and Science curriculums.

Beginning Teachers

We had one temporary beginning teacher who was full time and additional release time and mentoring was provided by the Principal from the global budget to support him. Our beginning teacher attended the Beginning Teachers Conference in Batemans Bay.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>95963.28</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>249878.79</td>
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</tbody>
</table>

**Expenditure**

| Teaching & learning       |            |
| Key learning areas        | 19286.91   |
| Excursions                | 1836.00    |
| Extracurricular dissections| 6078.44    |
| Library                   | 4222.22    |
| Training & development    | 6221.13    |
| Tied funds                | 53058.13   |
| Casual relief teachers    | 10227.18   |
| Administration & office   | 23949.78   |
| School-operated canteen   | 0.00       |
| Utilities                 | 8072.24    |
| Maintenance               | 11093.60   |
| Trust accounts            | 11054.78   |
| Capital programs          | 15454.55   |
| **Total expenditure**     | 170554.96  |
| **Balance carried forward**| 79323.83   |

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

Choir

Students had several opportunities to demonstrate their music and performing arts skills this year. Our school choir performed in Bega at the Markets, the Sapphire Marketplace Shopping Centre and at the South Coast Learning Community Performing Arts Festival in Eden.

Performing Arts

In 2014 we produced the musical “Pirates of the Curry Bean” for our whole school musical. Every student was involved in the play and it was a great success.

Sport

Students participated in swimming, cross country, athletics, hockey and soccer competitions across the year. Several students went on to higher levels of competition in individual and team sports.

The Bemboka Public School girls’ hockey team were the Southern Division runners up to Wollondilly who went on to win the NSW Primary Schools competition.

The school soccer team reached the finals of the Small Schools Soccer competition in Sydney coming third in the state.

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 and enter the school name in the Find a school and select GO to access the school data.
Other achievements

Significant programs and initiatives

Student engagement

Woodwork

It was decided to continue the woodwork program for student engagement in 2014. The students created many wonderful works and they were displayed at the end of year Presentation Evening.

Stage Two students on the garden benches they made in their woodwork classes

Stephanie Alexander Kitchen Garden program

Although the cooking program had informally commenced in 2013 it was agreed to commit to the kitchen garden program by joining the Stephanie Alexander Kitchen Garden program. The garden was excavated and began with a wonderful community working bee. After that Bournda Environmental Education Centre supported us with funding and staff support to establish the garden classes. Kitchen and garden specialists were employed from the community and sent to Sydney and Canberra for training as part of the SAKG program. The Bemboka Garden Club has also supported us financially through donations and by providing volunteers to work in the garden with the students. This program has provided enormous benefit for school and community relations and engaged students through physical work and enquiry learning.

Aboriginal education

Our school continues to provide programs that are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are not taught in isolation as specific units, but are included across all key learning areas. We actively promote recognition of Aboriginal culture and custodianship of country by following protocol such as Acknowledgement of Country and raising the Aboriginal flag every day.

Multicultural education and anti-racism

The children in all stages throughout the school develop understandings, attitudes, values and knowledge of multiculturalism through integrated units (English, HSIE, Personal Development and CAPA). These integrated units focus on the cultural diversity, acceptance and respect of personal differences and promote tolerance. We also had a whole school celebration of Harmony day which was a great success.

Significant programs and initiatives – equity funding

Transitional Equity

As a non 229 school we still received transitional equity funding in 2014. This funding supported students to attend excursions and camps as well as the Stephanie Alexander Kitchen Garden program. It also supported the woodwork program and allowed students to access visiting performers.

Aboriginal background

This funding was used to provide some time for the School Learning Support Officer to work individually with our aboriginal students where required.

Learning and Support

This funding provided a Learning and Support Teacher one day a week and some time for a part time School Learning Support Officer. This funding was continued from the global budget when it ended and the P&C also contributed funds to maintain the position in Term Four.
Other significant programs and initiatives

National partnerships
The school was awarded funding for the Improving Literacy and Numeracy National Partnership this year. Students were assessed for baseline data and then all were plotted on the Numeracy Continuum in Aspects two and four.

Teachers were given professional learning time for online courses and to attend courses related to Numeracy. Staff also shared planning time and organization of learning structures across the school.

This program continued in 2014 with a clear emphasis on teacher professional learning. Staff learned how to accurately plot their students on the numeracy continuum and how to collect and interpret baseline data.

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:

• Analysis of school and system data
• General parent meetings
• Student feedback
• Teacher assessment and feedback

School planning 2012-2014:

School priority 1

LITERACY
Strengthened teacher capacity to improve student learning outcomes and enhanced school leadership capacity for school improvement

Increased levels of literacy improvement for every student with a focus on spelling and writing

Outcomes from 2012–2014

Individual year 5 students will achieve growth of at least 80 points as measured by NAPLAN 2014.

To increase the number of students achieving at or above grade expectations in reading, writing, spelling, punctuation and grammar, as measured by an improvement shown through 2013 end of year reports to 2014 end of year reports with specific emphasis on spelling, grammar and writing

To achieve minimum levels in reading with 2014 baseline measurement of: 90% of Kindergarten students achieving RR level 8 and above, 90% of Stage 2 students achieving RR level 20-26, 88% of Stage 3 students achieving RR level 30

All students will achieve progress on the literacy continuum

Evidence of achievement of outcomes in 2014:

• Running records confirm that Kindergarten, Stage Two and Stage Three achieved the targets.
• Year Three performed above state average in Spelling and Reading in NAPLAN
• Spelling levels were increased across all grades from base level data as measured by South Australian Spelling test

Strategies to achieve these outcomes in 2014:

• Purchase and implement PreLit and MiniLit programs and provide professional learning
• Use the Coaching process to inform professional learning and goal setting for teachers.
• Provide release time twice a term for Teachers and Principal to meet for goal setting and progress reviews.
• All students will be assessed as part of the implementation of the Spelling Mastery program to gather baseline data.

School priority 2

NUMERACY
Increased levels of numeracy improvement for every student with a focus on place value and space and measurement

Outcomes from 2012–2014

Individual year 5 students will achieve growth of at least one band in Numeracy as measured by NAPLAN 2014.

Students K-6 will achieve growth of one achievement scale in aspects 2 and 4 of the Numeracy Continuum as measured through
school based assessments and standardised testing in Term 1 and Term 3 2014.

All students will progress towards expected stages as measured on the mathematics continuum

**Evidence of achievement of outcomes in 2014:**

- Only 50% of Year 5 students achieved growth of more than one band
- All students made growth of one achievement scale in Aspects 2 and 4 of the Numeracy continuum
- All students made growth towards expected stages as measured on the Numeracy continuum using SENA testing and PLAN benchmarking tool.
- Early Stage One and Stage One achievement using Best Start and TENs testing indicated that targets were achieved.

**Strategies to achieve these outcomes in 2014:**

- Develop consistency in teacher judgment in monitoring the growth and level of achievement of individual student’s numeracy skills based on tracking students on the numeracy continuum
- Develop Individual Learning Plans for all students performing below minimum standard
- Renew Mathletics subscription and provide Professional Development for staff to use it to monitor progress and report to parents

**School priority 3**

**Curriculum and Assessment**

Assessment practices align with teaching programs and the new Board of Studies syllabi (when implemented) as well as the Quality Teaching framework.

Teachers develop and implement specific student self-assessment, and quality teacher feedback strategies.

**Outcomes from 2012–2014**

Teaching staff, through the use of PLAN, demonstrate consistent teacher judgement in literacy and numeracy assessment tasks.

To ensure a variety of informal, formal, diagnostic, formative and summative assessment strategies are used to assess student learning. This will be measured by the collaborative development of a scope and sequence for assessment of student learning.

To promote reconciliation and raise awareness through the provision of a broader knowledge of Aboriginal and Torres Strait Islander histories, cultures and languages

**Evidence of achievement of outcomes in 2014:**

- All students plotted on PLAN by the end of the year.
- Assessment scope and sequence in progress.
- Some improvement in growth for Aboriginal students but still a way to go to truly reduce the gap between Aboriginal and Non Aboriginal student achievements
- Some student self-assessment was commenced and will continue to be developed in 2015

**Strategies to achieve these outcomes in 2014:**

- Teacher professional learning about PLAN and how to plot student progress using this tool
- Development of a whole school overview of assessment processes
- Individual education plans are developed and implemented for students performing below minimum standards
- Development and implementation of personal learning plans for all Aboriginal students
- Student self-assessment procedures are developed and used by the students.

Small School Age Champions
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

We had a general parent meeting in Term Four where parents and teachers identified what we were doing well and what we could do to improve.

Their responses are presented below.

**STRENGTHS**

- Provision of diverse curriculum e.g. cooking, garden, woodwork and choir
- Giving students the opportunities to experience a wider world e.g. student leadership conference
- Maths and Literacy programs

**AREAS TO DEVELOP FURTHER:**

- Integration of subject areas e.g. science and literacy
- Opportunities for more music classes in the school—playing instruments and learning rhythm and beat
- Study of other cultures and nationalities, beliefs, values, customs and food
- More academic competition to be offered to children—individual and between schools

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.

The three strategic directions for 2015 are:

- **High quality leadership, teaching and learning.** PURPOSE: To ensure life opportunities for students are enhanced by high quality leadership, teaching and learning.
- **Connecting learning.** PURPOSE: To design a learning provision that engages students in their learning in a purposeful and meaningful way.
- **Strategic partnerships** PURPOSE: To form strategic partnerships to explore new ideas, increase innovation, learning opportunities and 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.

Janice Rogers  Teaching Principal
Julie Collins  Classroom Teacher
Ian Robertson  Teacher/Librarian
Ellen Bevitt  School Administration Manager
Mark Henry  President P & C
Jenny Alcock  Community Representative

School contact information

Bemboka Public School
35-45 Kameruka St Bemboka NSW 2550
Ph: 0264930229
Fax: 0264930452
Email: bemboka-p.school@det.nsw.edu.au
Web: www.bemboka-p.schools.nsw.edu.au
School Code: 1189

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: