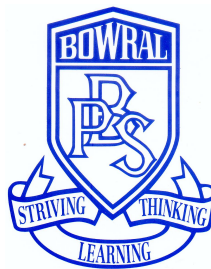


Bowral Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Bowral Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Wendy Buckley

Principal

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Message from the Principal

I am honoured to be the Principal of Bowral Public School. It is a school that is held in high regard by the local community and has wonderful parent support at many different levels.

Our school canteen (known as The Beehive) and our uniform shop, rely strongly on volunteers and continue to provide services to our families which offer convenience with competitive prices. Parents value these services and by volunteering their time allow these school initiatives to continue at a time when many schools are unable to do so.

Bowral Public School has a Parents and Citizens Association and a School Council, both consisting of parents who work hard to support our school. I am grateful for the ongoing support of these parent bodies for the huge amount of work that they do to make our school a better place for our whole school community.

After almost two years of planning and building, we opened eight new classrooms in Term 4, providing our students with state of the art, 21st century learning spaces. Together with a new building, we also gained valuable new play space and lovely new garden areas.

Our students continue to perform well in state assessment tasks and we continue to shine in the areas of debating and public speaking. We now have a variety of musical and creative arts opportunities and we continue to strive to ensure that we educate the whole child, while focusing on the basics of teaching literacy and numeracy.

Bowral Public School hosted The One Day a Week Academically Gifted class for the sixth year. This class welcomes students from public schools across The Southern Highlands and attracts large number of applicants each year.

Special features of our school include a School Chaplain, a weekly Friendship Group run by the Uniting Church and outstanding support from the broader Bowral community.

In 2016 we said farewell to our Learning and Support Teacher, Mrs Bev Hordern, who retired, following an outstanding career. Dr Michael Cotter also retired after many years of teaching.

Bowral Public School continues to provide our students with wonderful learning opportunities and we look forward to another wonderful year of teaching and learning in 2017.

School Council Report

Bowral Public School is fortunate to have a school council (not all public schools have them), whose aim is to represent the whole school community in a contributory, advisory, creative, innovative and decision-making capacity by overseeing the purpose and function of the school. Differing from the school P&C (whose main focus is fundraising, canteen and uniform) school council has its own constitution and serves as more of a governance body that the principal uses for advice and guidance (particularly on policies), and oversees the spending of the building and library funds.

School council representatives are drawn from the staff, parents and broader local community.

The key initiatives of school council in 2016 included:

Building program – One of our greatest achievements for 2016 was the realisation of the new school building complete with eight new home bases (classrooms) based on 21st century learning principles. Wendy Buckley (Principal), Nicole Smith (School Council President) and Kay Paviour (parent representative) spent many hours in close consultation with the building and project team to see the delivery of this wonderful new facility. The new building not only creates dynamic new learning spaces for the children, it also frees up significant sections of playground, with the removal of all but one of the demountables on school grounds.

School leader election review – In order to ensure that the school leaders election process is conducted in the most ethical and relevant way, we conducted a review of the entire process, including a survey of students, staff and parents. The results showed overwhelming support and satisfaction for the current process, however it also provided a number of great suggestions and potential refinements to the process, which will be now included in future elections.

Parent sentiment survey – The third annual parent sentiment survey was conducted in term 4. The results of the survey form a component of the satisfaction section of this report.

Social media – A variety of communication techniques continue to be employed by the school. Social media such as Facebook and Skoolbag in particular are providing greater engagement with the school community, and will continue to be used and refined.

Wollondilly Network of Principals presentation – Bowral Public School has an active approach to marketing and communication. As such, Nicole Smith, President of the School Council was asked to present at the Wollondilly Network of Principals meeting on marketing public schools, and the experience from Bowral Public School.

We look forward to continuing to work closely with Wendy Buckley (Principal) to continually improve the school in all aspects.

Nicole Smith

President

P and C Report

Bowral Public School P&C began 2016 with a flurry of events and fundraising as we organised the much postponed movie night, bulb fundraiser and a successful Hoedown. Our AGM was held and although we did not fill all positions on the evening, within a couple of months we were able to form a complete executive.

As the year continued the P&C were represented on a wide range of school panels and at community events. These included: the welcome to Kindergarten parents, Bubbles at Bradman, the Planning Reference Group for the new building, School Council, merit selection panels, out of area applications, sponsorship working party, Kindergarten orientation and stage three presentation evening.

Throughout the year P&C purchases included sports shirts for representative players, sets of book bags for promoting literacy and we also produced a pictorial calendar and provided badges to every child to kick off the sesquicentenary year. We hosted an information session on the reading recovery program. In 2016 we also undertook extended discussions around the provision of the traditional Easter eggs, and held our usual Mother's Day and Father's Day stalls. Planning started early for the major fundraiser for the year, the biannual Art Show. This is always a mammoth undertaking and this year proved to be no exception. With the support of teachers and through the sheer hard work and tenacity of individuals this was again a successful event with an opening night, auction and public access on the weekend.

Our permanent sub-committees have, as always, done a wonderful job. Thank you to Mishell and our largely new canteen sub-committee who have continued to manage the Beehive Canteen and implement new ideas throughout the year. Also due recognition must be given to Siobhan and the other uniform sub-committee members for the huge leaps taken over the past 12 months in streamlining the electronic payments system and now, setting up the online shop. Although the building works made for a quiet 2016 for the playground committee, they now have the enviable task of implementing some of the exciting ideas approved for the use of \$40 000 of funds raised in 2016.

In the management of our business, the P&C has this year set up new bank accounts and are currently in the process of developing digital storage of records. I would like to recommend that the P&C complement this with the establishment of a P&C email address for correspondence, invoices and enquiries.

I must thank Wendy for the strong leadership and guidance she has provided throughout the year and Linda and the front office staff for their commitment to supporting P&C events. This support has been provided whilst coping with the complexities of construction works and new financial systems.

Finally, thank you to all of our volunteers, the members of the P&C, the executive and its' sub-committees who always conduct their business in a professional and caring manner. It is the contributions of all of these individuals that have made the community of Bowral Public School a pleasure and a privilege to be a part.

Meredith Wakeman

P&C President 2016–2017

School background

School vision statement

Our vision is to build on a tradition of excellence while embracing opportunities that arise in a nurturing, supportive and creative learning environment.

Our school will:

- provide regular opportunities for students and teachers to develop and demonstrate their talents and interests;
- promote social responsibility; and
- teach the skills essential for 21st century learners.

School context

Bowral Public School strives to be a leading primary school in the Southern Highlands through emphasising the fundamental importance of basic skills development for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula; and by promoting social responsibility.

The school's prime purpose emphasised by its motto: "Striving, Thinking, Learning", and modelled through the commitment of teachers and parents, is the provision of quality learning opportunities, enabling students to perform to the best of their abilities.

Teachers meet in teams to develop common learning programs, utilise unique or shared knowledge and skills, and develop common assessment and reporting practices.

Enrolment for 2015 is 560 students, including a small number of Aboriginal students and 10% of students from a non-English speaking background.

The families of the school are most supportive and enthusiastic and take pride in and ownership of the school and its grounds. The school is well resourced and appreciative of the significant funds raised by the P&C and contributed to the school each year.

In 2015 a comprehensive building program is expected to commence following an intensive period of negotiation with the Project Reference Group. This will ensure the most modern and up to date facilities to support student learning are available, complementing our existing heritage site.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our staff at Bowral Public School has discussed the School Excellence Framework and its implications for informing, monitoring and validating our plans and processes. Time was dedicated at executive meeting level, school professional learning with the support of Brett Warwick, Director, Public Schools NSW and stage-based meetings to thoroughly examine the school plan to determine the most strongly addressed elements of the School Excellence Framework. Staff reflected on the progress being made at stage level and the school as a whole, based on the expectations identified in the Framework. This summary below is a collation of the NSW DoE survey on the School Excellence Framework and our responses to it.

In the domain of **Learning**, our feedback shows that all staff members at Bowral Public School understand that student engagement and learning are related. We have focused primarily on our learning culture, wellbeing and curriculum. Expectations of behaviour are taught explicitly and relate to a variety of school settings such as classroom, playground, canteen and assemblies. Consistent support measures are in place for all students. Positive, respectful relationships are evident among students and staff, promoting student wellbeing, thus ensuring good conditions for learning. Bowral Public School has a comprehensive and inclusive approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. PLAN data is used, increasingly more effectively, to monitor achievements and gaps in student learning to inform planning for particular student groups and individual students. The school has excellent results on external performance measures such as NAPLAN as most of our students achieve at high levels.

Our major focus in the area of **Teaching** has been on collaborative and reflective practice of teachers. Our teachers participated in professional learning with a particular focus on the History and Geography syllabus documents as well as in the area of writing (refer Strategic Direction One). They focused on reflective practice to increase student engagement. Teachers collaborated within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The allocation of time using Quality Teaching, Successful Students (QTSS) funding was used to establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management and provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework. We actively evaluated professional learning activities and aligned them to the School Plan and Australian Professional Standards for Teachers.

In the domain of **Leading**, our priorities have been to inspire a collaborative and dynamic professional learning community, developing leadership capacity for all staff with deeper knowledge and understanding of the Australian Professional Standards for Teachers. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. Links exist with communities of schools and other organisations to support the school's programs. These include the Bowral Community of Schools, Tangara SSP, Bradman Foundation and the Country Women's Association (CWA). Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Succession planning (particularly in the areas of technology, sport, the arts), leadership development and workforce planning are designed to drive whole-school improvement. Administrative practices have been strengthened to provide explicit information about the school's functioning to promote ongoing improvement, in line with the Learning Management and Business Reform (LMBR) program.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in all Teaching and Learning Areas

Purpose

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. This will ensure quality educational opportunities are differentiated to meet the needs of individual students; is purposeful and engaging; incorporates relevant IT skills and is based on the shared professional learning of staff.

Overall summary of progress

- Following initial Best Start, progress was tracked through the clusters on the continuum in literacy and numeracy and individual needs differentiated for Early Stage One.
- Individual student performance and development tracked, twice a year through stage writing assessment followed by Consistent Teacher Judgement.
- Evidence folder with student writing samples collected in some classes in Early Stage One and Stage Two.
- Visual learning trialed in some classes with a focus on writing.
- Writing in the Middle Years professional learning for Stage Two commenced.
- Enrichment and remediation programs initiated K–6 in mathematics, in Semester Two, with the appointment of 24th class teacher.
- Target Early Numeracy (TEN) mentoring within Early Stage One team during Semester Two and implemented in one class. Increased differentiation of mathematics programs in Stage One, in some classes, following training and implementation of TEN.
- Programming in History and Geography effectively reflects school priorities following stage planning and school development day
- All teachers completed a professional development plan with a focus on stage and personal goals. Teachers evaluated progress of goals, in accordance with the professional development framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
95% of students above National Minimum Benchmark levels in NAPLAN – writing and numeracy	<ul style="list-style-type: none">• PLAN data documented K–6 in literacy and numeracy• Early Stage One students moved from perceptual to figurative learners using TEN strategies• Early Stage One writing assessment marked according to Cluster 4 (expected result for end of Kindergarten)• Shared bank of TEN resources developed for all Stage One classes• 98% of students are above the minimum standard in NAPLAN for writing in Year 3• 91% of Year 3 students are above the national minimum benchmark in numeracy• 95% of students are above the minimum standard in NAPLAN for writing in Year 5• 93% of Year 5 students above national minimum benchmark in numeracy	<p>\$2 200 – casual employed to make TEN resources</p> <p>\$4 920 – maths resources</p>
100% teaching staff have documented evidence and personalised professional learning plans in line with the Professional Development Framework	<ul style="list-style-type: none">• 100% of teaching staff have a personalised professional development plan (PDP) with goals aligned to the framework• 100% of teachers were observed teaching by a colleague, and feedback provided, at least twice during the year• all Stage One had a writing and TEN focus in their PDP• student writing in Stage 2 improved as PDP's linked to school plan	Teachers released to work with Learning and Engagement Officer to develop PDP – use of Quality Teaching Successful Students (QTSS) entitlement

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of students in proficiency bands in writing and numeracy (NAPLAN) as we move the middle to the top	<ul style="list-style-type: none"> • greater focus on writing and implementation of TEN in Stage 1 should assist in achieving this goal • fewer than 10 students in Year 3 at or below Band 3 in writing • fewer than 10 students in Year 3 at or below Band 2 in numeracy • 21% of students in Year 5 in proficiency bands in writing • 29% of students in Year 5 in proficiency bands in numeracy 	<p>\$10 350 – TEN training</p> <p>\$3 600 – Stage 2 'Writing in the Middle Years' professional learning</p> <p>\$500 – Stage 2 writing resource books</p>

Next Steps

- Early Stage One to commence writing assessment from end Term One following Best Start results with work samples annotated.
- Develop a formal plan of expected writing skills for Years 2 and 3; and Year 4 and 5 as the basis of a longer term K–6 plan using NAPLAN success criteria.
- Continue to mentor Early Stage One teachers in TEN from beginning of 2017.
- Full implementation of TEN including training for new K–2 staff.
- TOWN (Taking Off With Numeracy) training recommended for Stage Two. Identify and communicate numeracy areas to be addressed by Stage One.
- More effective use of NAPLAN results and resources to help inform good teaching practice and to formulate programs K–6 in literacy and numeracy with a focus on moving middle bands to the top.
- Use of PLAN data to individualise programs for writing, literacy and numeracy.
- Ongoing professional learning in analysis of NAPLAN data to better inform teaching and learning programs.
- Use professional learning goals from 2016 to help determine goals for 2017 as well as areas of interest and personal needs. Ensure observations are relevant to personal learning goals.
- Scope and sequence in History and Geography to reflect sesquicentenary.



Strategic Direction 2

Promote and Develop Quality Leadership at all levels

Purpose

To build the capacity, professional leadership and achievements of our school learning community as we work to create the vision and strategies for innovation and complex change. The process of succession planning, as we encourage and promote opportunities for staff to take on leadership roles, will enable us to build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

- All teachers participated in the lesson observation process and feedback provided
- Student leadership process was re-evaluated at the beginning of the year and all recommendations adopted.
- Friendship tree initiative, supported by the Student Representative Council, was deemed highly successful
- LMBR process successfully transitioned by administrative staff in term 4
- School Council and P&C met regularly throughout the year with a focus on school governance (School Council) and fundraising (P&C)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of executive staff working towards accreditation using the School Leadership Capability Framework	<ul style="list-style-type: none">• No executive members of staff are working towards higher levels of accreditation• Three classroom teachers relieved in a higher duties capacity this year• Two executive staff members relieved in a higher capacity as the Principal was seconded two days per week in a Principal, School Leadership role	Nil
100% administrative staff trained and competent users of LMBR procedures	<ul style="list-style-type: none">• All administrative staff undertook training in the use of LMBR – enrolment and finance modules• Principal and Deputy Principal also undertook differing degrees of training to support effective implementation of LMBR	Nil
100% teaching staff have professional learning plans; aligned with school policies and targets; roles and responsibilities statement and Professional Development Framework standards	<ul style="list-style-type: none">• All teaching staff have a professional learning plan, many developed with the support of our Learning and Engagement teacher• Stages 2 and 3 identified a common goal for team members in the area of writing (Stage 2) and geography (Stage 3)• All plans mapped against the Professional Development Framework Standards and staff / stage meetings aligned, where possible, to support teacher professional learning goals• Roles and responsibilities statement refined to identify the complexity of roles undertaken by individual staff members	Learning and Engagement teacher – school position funded through the Quality Teaching Teaching Successful Students (QTSS) initiative

Next Steps

- More effective communication required from Student Representative Council, especially for Early Stage One (who have no representatives)
- Continue mandatory implementation of lesson observations with a focus on personal goals
- Ensure executive have professional development plans earlier in the year to help support realisation of goals for team members



Strategic Direction 3

Enhance and build on community involvement as part of a positive school culture

Purpose

'it takes a village to raise a child' (Nigerian Proverb)

To engage the whole school community as active partners in ensuring practices reflect traditional and emerging needs. We will continue to support and promote ongoing improvement in student learning outcomes as we prepare our students for their future. Communication is an essential tool as we focus on our values and the experiences we provide for students to become resilient, responsible citizens.

Overall summary of progress

- A range of strategies have been incorporated in the school's communication processes with parents. These include use of the Skoolbag App for school activity reminders and for the first time the initiation of an online booking system for parent / teacher interviews.
- Regular Facebook entries have kept parents and the wider community as well as staff informed of curriculum and extra curricular activities in the school
- All classes have had items posted to their class page on the website throughout the year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teaching staff regularly update school website 'class' page and contribute to 'blog' over the year	All classes contribute to website and stages send home term newsletter. Parents have regular updates on school events through social media and school newsletter.	Nil
Over 90% of parents access available school technology and social media including Skoolbag App and school website to communicate with school / read newsletter (as evidenced through parent satisfaction survey and School Website Service (SWS) data analysis)	Over 87 000 page views on the school website for 2016 with the two most viewed being the home and newsletter pages; the website hosts approximately 1 200 visitors per month Forms of communication accessed (source: Parent Sentiment Survey 2016) <ul style="list-style-type: none">• 75% Asking children• 74% Email (newsletters)• 72% Skoolbag App (often to report student absence)• 62% Facebook• 56% Website• 51% Asking teachers directly• 49% Word of mouth (through other parents)	\$4 400 (2 hours per week to update social media)
80% student 'Tell Them From Me' survey responses indicate positive correlations regarding student relationships and learning	<i>Tell Them From Me</i> survey results for Years 4 – 6: <ul style="list-style-type: none">• 96% value their schooling outcomes and believe it will have a strong bearing on their future• 94% try hard to succeed in their learning• 87% have positive teacher / student relations: (85% – Year 4; 91% Year 5; 84% Year 6)• 84% have a positive sense of belonging• 83% are interested and motivated in their learning	Nil

Next Steps

- Feedback to parents from Early Stage One to include: Best Start and interview Term 1, Term 2 reports (semester 1), Term 3 PLAN feedback letter to parents and Term 4 reports (semester 2).
- Class pages on the website to be updated on a regular basis
- Professional learning for teachers on how to post a video to the website
- Continue to fund, using school resources, time for a staff member to post to Facebook (social media) using class based photos of learning
- Ensure the sesquicentenary committee effectively use the media and a range of communication strategies to maintain the focus on this event to culminate in September 2017 with a 'Back to Bowral' week



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • consultation with parents of Aboriginal students to support learning and completion of their Individual Learning Pathways • targeted literacy and numeracy support for all Aboriginal students • resources to fund and promote Aboriginal awareness and support for Aboriginal students 	\$15 114 (includes funding for part-time teacher to work with Aboriginal students on literacy /numeracy)
English language proficiency	<ul style="list-style-type: none"> • employ teacher to support / supplement EAL/D program • student needs analysed and those with highest needs targeted in both withdrawal and small class group settings • end of semester reports by EAL/D teachers regarding student progress 	\$6 180
Low level adjustment for disability	<ul style="list-style-type: none"> • School Learning Support Officers employed to support students in need of adjustments • regular funding and timetabling reviews by the Learning and Support Team conducted • integration meetings held to provide transfer of information between parents and class teachers • additional funding of Learning and Support Teacher (LST) to increase allocation from 0.9 to a full time position to provide additional support programs in literacy and numeracy 	\$115 739
Socio-economic background	<ul style="list-style-type: none"> • employ part time teacher to provide additional literacy support for students • supplement school excursions and supply materials for students whose parents are experiencing financial difficulty 	\$15 620
Support for beginning teachers	<ul style="list-style-type: none"> • support through '<i>Better Beginnings: Better Teachers</i>' initiative at Community of Schools level, providing guidance for teachers undergoing accreditation • completion of accreditation by four temporary teachers. 	Nil
LMBR implementation	<ul style="list-style-type: none"> • Principal and School Administration Manager completed intensive training in Semester Two in the finance and student enrolment modules • Deputy Principal and School Administration Officer attended additional training • all administrative aspects dealt with following departmental protocols 	Nil



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	278	284	302	305
Girls	269	258	276	298

Student enrolments exceeded 600 for the first time in over 10 years. In 2016 the enrolment pattern of more boys than girls undertaking their education at Bowral Public School was maintained although by the end of the year there was almost an equal gender balance. Approximately 60 students will commence Kindergarten at Bowral Public School in 2017 with 80 students moving to secondary school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	95.8	95.2	95.3
1	95.6	95.2	95.5	94.4
2	94.9	94.4	95.4	94.5
3	95.1	95.6	95.3	95.5
4	93.3	95.4	94.2	94.3
5	94.3	94.8	95.3	94.8
6	94.9	94.1	93.3	94.2
All Years	94.9	95	94.9	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. Teachers implement programs and practices to address attendance issues when they arise and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

Class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Deputy Principal monitors the attendance of students in conjunction with the Learning Support Team. If a concern is identified, the team works with the student, parent and class teacher to improve attendance.

Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought if required.

Class sizes

Class	Total
K/1B	22
KP	20
KM	20
KL	20
KA	20
1/2P	20
1M	23
1H	22
2C	24
2/3A	26
2T	24
2D	25
3H	29
3C	30
3/4L	28
3J	30
4M	30
4J	30
5/6C	31
5Z	30
5H	30
6G	31
6B	31

Structure of classes

The year started with 23 classes, including five composite classes. Our numbers increased sufficiently by early Term Three to warrant the engagement of a teacher for a 24th class. However, in order to avoid disruption at this stage of the year, the teacher was employed to work across stages and classes, targeting students with literacy and numeracy needs. Early Stage One and Stage Two utilised this support to run enrichment groups in the area of numeracy.

Workforce information

Workforce composition

Position	FTE*
Principal	1.4
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently Bowral Public School has no teachers who identify as Aboriginal.

Workforce retention

In 2016, we had one teacher and an Assistant Principal commence following the merit selection process and a further two teachers retired at the end of the year. One Assistant Principal worked across two schools for the first semester in the role of an Learning and Engagement Officer. As the Principal worked as a Principal School Leadership (PSL) for two days per week, to ensure the smooth running of the school, adjustments were made to the executive structure during the year. One Assistant Principal took leave without pay for the year and the role was filled following an Expression of Interest.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

Dedicated professional learning funds, supplemented by school funds and funding through the Quality Teaching Successful Students (QTSS) initiative were used to support teachers in 2016. A total of \$53 778 was spent on professional learning this year. Funds were used in the following ways:

- 'Train the Trainer' professional learning in TEN (numeracy) for three teachers who then worked with Early Stage One and Stage One teachers to begin implementation of this program in classes;
- release for teachers and associated costs to attend courses in areas such as literacy, numeracy, debating, music and sport as well as professional learning in understanding autism in the classroom ;
- school development days based on the new History and Geography curriculum documents;
- collaboration by stage teams in the development of units of study in History and Geography;
- mandatory training in anaphylaxis, cardiopulmonary resuscitation (CPR) and Code of Conduct;
- LMBR training for administrative staff and senior executive;
- Stage Two teachers completed modules one and two of the Writing in the Middle Years program;
- all members of the technology committee attended courses on either the use of Google Apps or Chromebooks which was then shared at staff meetings with all teachers;
- unpacking the School Excellence Framework and developing an understanding of what constitutes evidence of impact with the guidance and support of Brett Warwick, Principal School Leadership;
- supporting teachers to observe one another's classrooms, to strengthen relationships and identify new teaching strategies;
- funding executive release to support school Improvement; and
- professional learning and feedback on the development of individual professional development plans (PDP) for all teaching staff.

All teachers completed at least fifty hours of internal professional learning through weekly K–6 sessions, stage meetings and the four school development days.

Four temporary teachers were successful in attaining accreditation through the Board of Studies and two permanent teachers are working towards maintaining proficiency as part of their five year maintenance period.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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

Income	\$
Balance brought forward	451 573.00
Global funds	362 140.00
Tied funds	284 791.00
School & community sources	253 573.00
Interest	8 500.00
Trust receipts	15 936.00
Canteen	0.00
Total income	1 376 513.00
Expenditure	
Teaching & learning	
Key learning areas	80 556.00
Excursions	43 792.00
Extracurricular dissections	118 702.00
Library	8 457.00
Training & development	12 612.00
Tied funds	228 257.00
Short term relief	108 037.00
Administration & office	49 834.00
School-operated canteen	0.00
Utilities	44 586.00
Maintenance	18 850.00
Trust accounts	17 170.00
Capital programs	30 968.00
Total expenditure	761 821.00
Balance carried forward	614 692.00

The information provided in the financial summary includes reporting from 14 October 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	706 524.77
(2a) Appropriation	639 331.28
(2b) Sale of Goods and Services	4 352.66
(2c) Grants and Contributions	62 282.92
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	557.91
Expenses	-142 058.28
Recurrent Expenses	-142 058.28
(3a) Employee Related	-60 593.09
(3b) Operating Expenses	-81 465.19
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	564 466.49
Balance Carried Forward	564 466.49

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 704 211.60
Base Per Capita	31 086.20
Base Location	6 998.36
Other Base	3 666 127.04
Equity Total	169 537.72
Equity Aboriginal	5 736.62
Equity Socio economic	21 885.92
Equity Language	15 762.39
Equity Disability	126 152.79
Targeted Total	104 579.99
Other Total	156 999.84
Grand Total	4 135 329.16

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

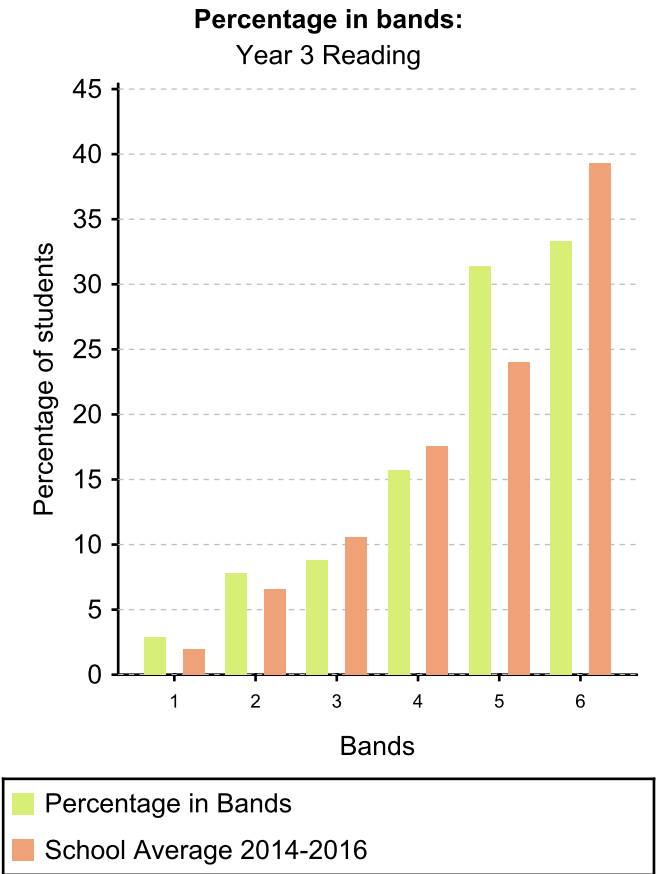
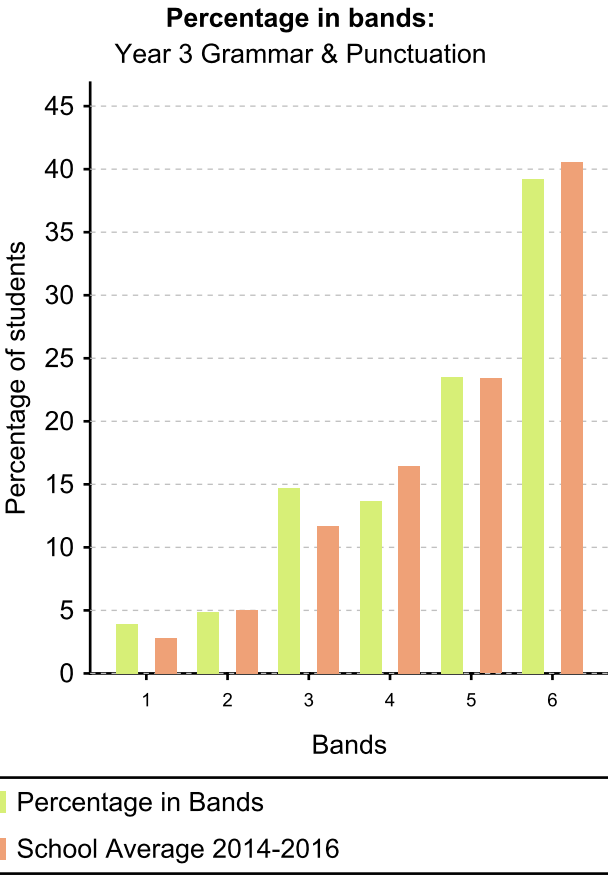
This year, at Bowral Public School, 102 Year 3 students and 77 Year 5 students sat the NAPLAN tests.

Literacy

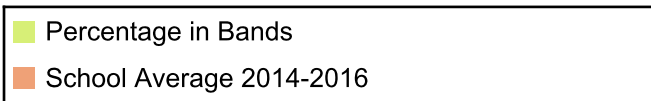
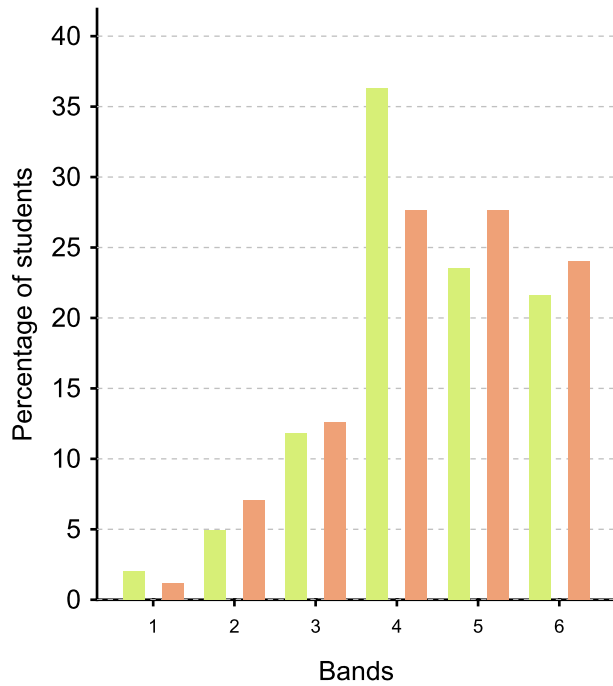
In Year 3, areas of strength were: in reading, the ability to interpret information to make inferences, correctly analyse use of exclamation marks, analyse figurative language in a narrative, and locate facts in a multi-modal text. They were also able to select the correct subject-verb agreement in grammar and punctuation. Areas to be addressed include better understanding of methods of persuasion in a text and the identification of spelling errors when given a choice eg. wales and whales.

In Year 5, areas of strength were: in reading, the ability to correctly analyse use of exclamation marks in a text, correctly analyse figurative language in a narrative, and infer character traits in a narrative. In spelling, they were able to correctly spell increasingly complex words; and in terms of punctuation and grammar, students could correctly identify verbs as well as identify speech in a complex sentence. Areas to be addressed include the ability to interpret character's actions in a narrative; and, in grammar and punctuation, understanding contractions and the use of the apostrophe, correct use of list commas and identification of a compound sentence.

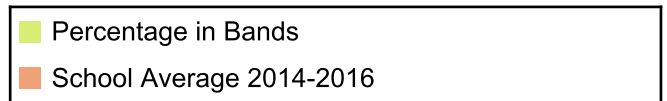
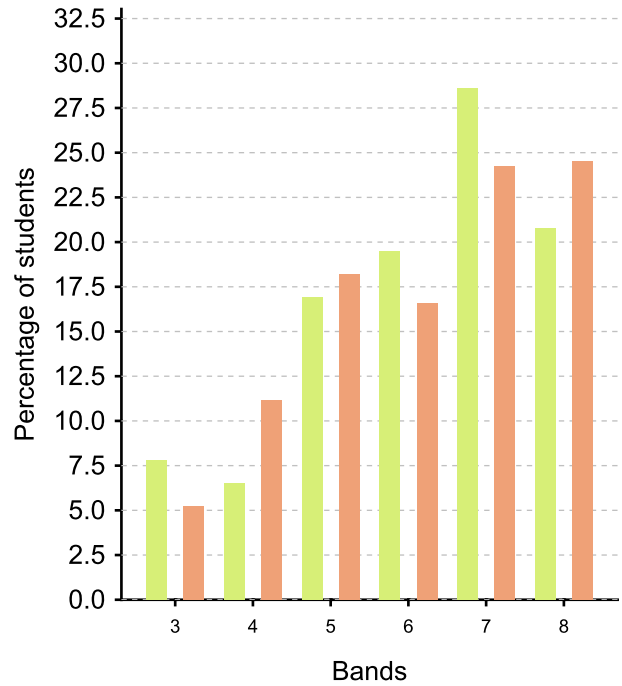
In terms of writing, both Year 3 and Year 5 students have a similar issue. The majority are in the middle bands and we have identified that sentence structure and the ability to consider an audience when writing need to be addressed if we are to move the middle to the top (refer Strategic Direction One).



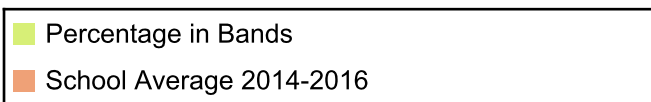
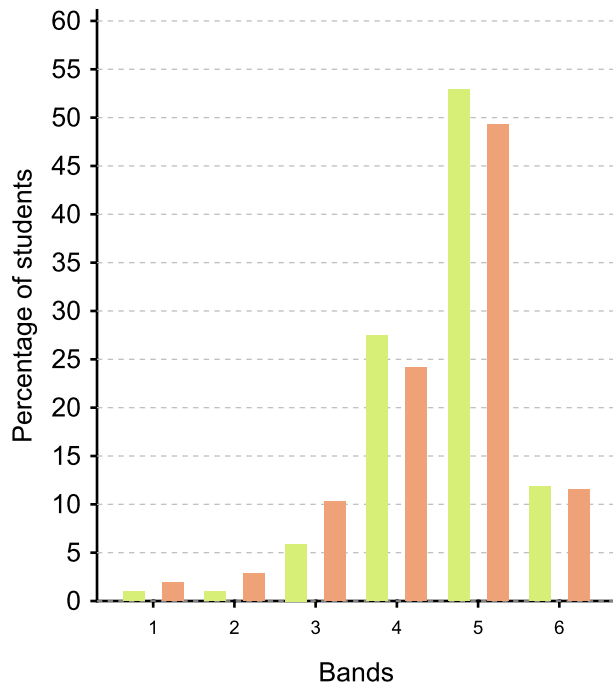
Percentage in bands:
Year 3 Spelling



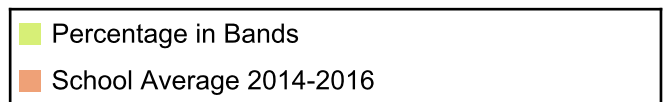
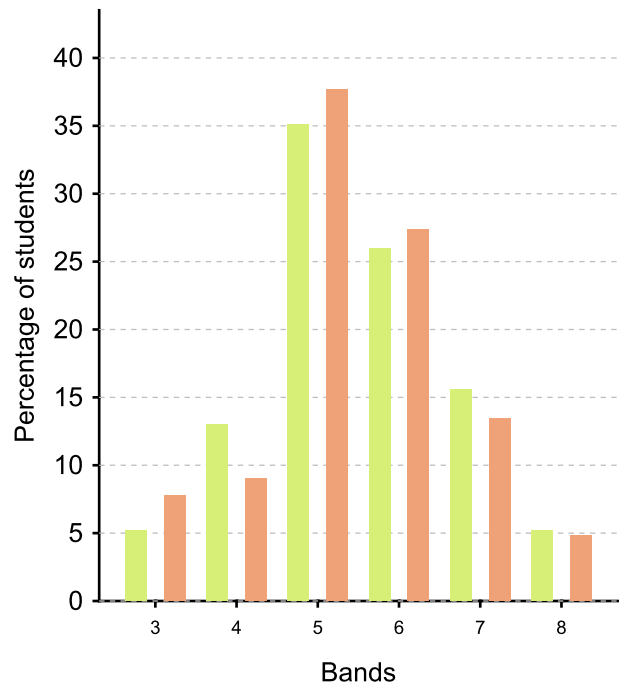
Percentage in bands:
Year 5 Grammar & Punctuation



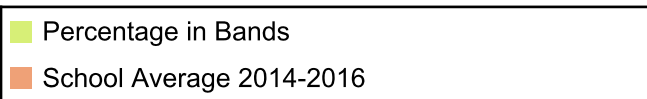
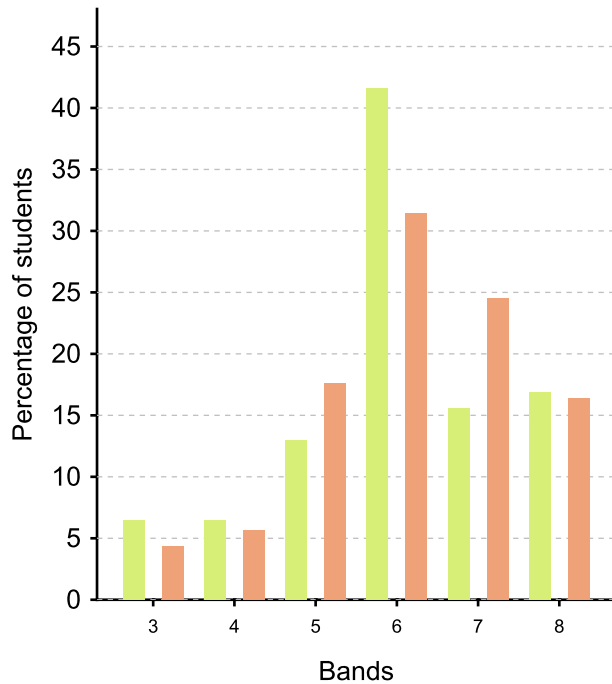
Percentage in bands:
Year 3 Writing



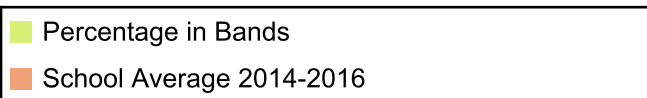
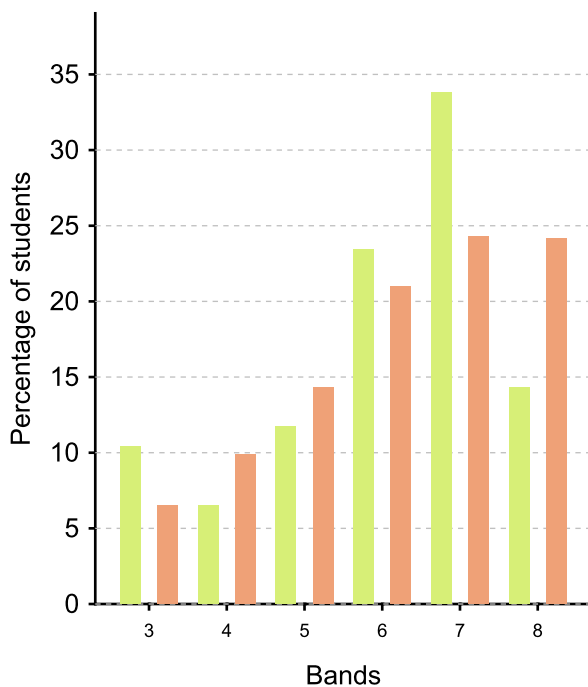
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

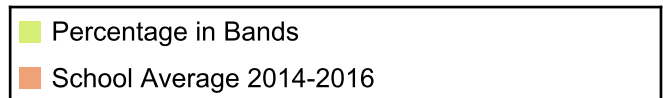
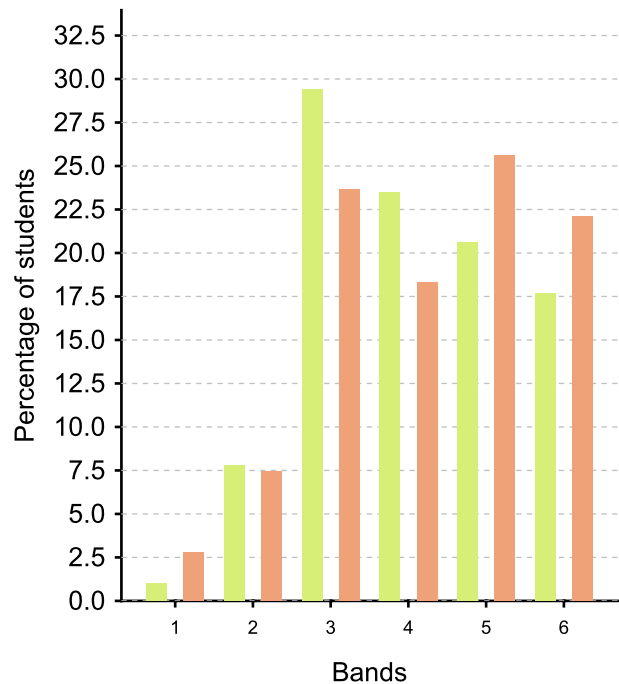


Numeracy

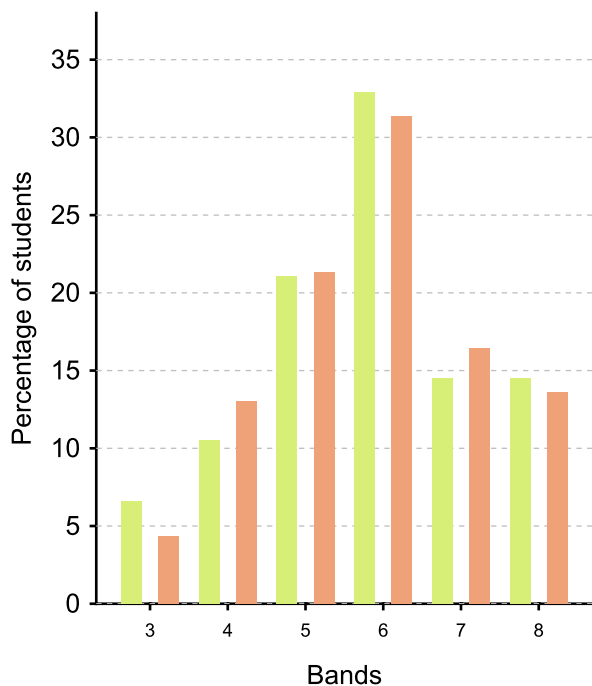
In Year 3, areas to be addressed include the ability to compare informal units of volume and capacity and also comparing mass using balance scales.

In Year 5, areas of strength included the ability to classify angles, using reasoning to interpret a table, continuing patterns involving multiplication and problem solving using place value. Areas to be addressed include: writing 4-digit numbers in numerals, understanding how a knowledge of 2 dimensional space would help when dividing a given shape into squares, and matching decimals to fractions.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Due to reporting requirements specified in the Commonwealth Schools Assistance Regulations 2005 we are unable to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands as less than 10 Aboriginal students completed the testing.

Parent/caregiver, student, teacher satisfaction

Once again, **students** in Years 4–6 were surveyed on 20 indicators on school and classroom effectiveness at Bowral Public School. 210 students completed the Tell Them From Me survey in May 2016. Key findings in terms of social – emotional outcomes were:

- 94% try hard to succeed in their learning;
- 92% have friends at school they can trust and who encourage them to make positive choices;
- 84% feel accepted and valued by their peers;
- 83% are interested and motivated learners; and
- 37% of students did not find English and Maths classes challenging, although they were confident of their skills in this area; and a further 30% were not confident of their skills and found these learning areas challenging (compared to 21% as the norm NSW government schools).

The top 5 drivers of student outcomes, in order of significance, for students at Bowral Public School are:

- *Expectations for success* – school staff emphasises academic skills and hold high expectations for all students to succeed;
- *Positive teacher / students relations* – students feel teachers are responsive to their needs and encourage independence;
- *Effective learning time* – important concepts are taught well and class time is used efficiently;
- *Relevance* – students find classroom instruction relevant to their everyday lives; and
- *Rigour* – students find the classroom instruction is well-organised, with a clear purpose, and with appropriate feedback that helps them learn.

In each of these outcomes the statistics show that Bowral Public School is at or above the norm for NSW government schools. There was very little difference between results for boys and girls.

The P&C conducted a **parent sentiment survey** and there were 135 responses. Questions asked included:

1. *What are the key reasons you chose to send your child / children to Bowral Public School?*

- 68% indicated it was their local school;
- 64% were very positive about the school and its' reputation.

2. *What do you like most about Bowral Public School?*

- 71% indicated the quality of the teachers
- 58% noted the school community; and
- 41% the academic approach of the school.

The 4 main *means of communication* (Strategic Direction Three) are:

- via their children;
- email newsletters;
- Skoolbag App; and
- Facebook.

The *new building* has been rated very highly with 82% stating it is a fantastic asset to the school. The *school grounds*, particularly the Banyette St playground and the need for more grass / play areas should be the next focus on the improvement to our site.

Policy requirements

Aboriginal education

Indigenous perspectives were embedded in all teaching and learning programs for all classes. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present.

In 2016, personal learning pathways for all students who identified as Aboriginal was written in conjunction with the students and parents.

Leadership opportunities for our Aboriginal students were created. With the support of Aunty Carol, a Bowral Public School Acknowledgement of Country was developed and showcased at our NAIDOC assembly. This was extremely well-received by the students and school community and is now used at all assemblies and special occasions.

Funding was utilised to provide additional in class support as adjustments were made to the curriculum in literacy and numeracy to set high expectations for and support the individual needs of students.

For the second year in a row a Bowral Public School student was presented with a NAIDOC Medal of Excellence.



Multicultural and anti-racism education

Bowral Public School reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this, our programs foster student understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Cross curriculum priorities such as Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, Intercultural understanding and difference and diversity continued to be embedded into teaching and learning programs K–6.

Bowral Public School is proud of its diverse multicultural community. 9% of our students come from Language Backgrounds Other Than English (LBOTE), speaking twenty six different languages. The English as an Additional Language or Dialect (EAL/D) allocation for 2016 was 0.6 teachers ie. 3 days a week. We used part of our RAM funding to supplement staffing in EAL/D support in order to provide for the needs of the students. EAL/D teachers developed programs using the English as a Second Language (ESL) scales, in line with the English syllabus to ensure that students developed the necessary language required to access the academic language demands of the curriculum. Our EAL/D students were supported through intensive and targeted withdrawal programs and reports written based on the EAL/D scales.

Our school is supported by a trained Anti-Racism Contact Officer who can assist parents, staff and students who have concerns regarding racism and facilitates the complaints handling process. The Interrelate anti-bullying program for Stage 2 and 3 students, which includes an anti racism component, was supplemented and supported by in class programs K–6.

Our school provides students with an inclusive education where cultural and linguistic diversity is recognised and celebrated. Promotion of multicultural education was reinforced through our school values of respect and responsibility. Harmony Day, where students learnt about tolerance and acceptance in our diverse community, was again celebrated – this year with our students wearing a sea of orange.