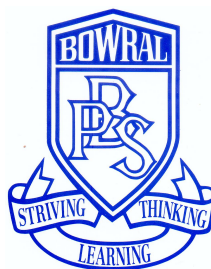


# Bowral Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** 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.

Wendy Buckley

Principal

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### Message from the Principal

Our sesquicentenary year, a celebration of 150 years of public education at Bowral Public School was an enormous success. We welcomed alumni back to our school and our students were enthralled with stories from school days past and witnessed the myriad of career opportunities that are open to them when they finish their education, an education which started at Bowral Public School. The sesquicentenary celebrations were incredibly successful, thanks to the hard work of many people in our school community.

In 2017 we also participated in External Validation. The judgements our school teams made about our school as it relates to the NSW School Excellence Framework were validated by peer principals. Our two hard working Deputy Principals sifted through evidence provided to them by school staff and compiled a submission that was reflective of practices and procedures at our school.

The current school plan has been evaluated and planning has occurred for the establishing of new Strategic Directions for the 2018–2020 school plan.

At Bowral Public School we are concerned about each individual student and strive to provide a caring community committed to students achieving their best. Our school motto, is “*Striving, Thinking, Learning*” and this ethos is reflected in all that we do to support our students. We empower and engage our students by providing a broad scope of learning opportunities. Our children are more resilient and better able to cope with the challenges that school offers as they progress through their years here at Bowral, experiencing the full gamut of learning experiences.

While many of our children are resilient, we also know that some students find that school, friendships and social skills are challenges for them and because of this we will have a close look at student well-being and developing stronger, more resilient children in the future.

2017 has been an exciting year for Bowral Public School as we have shown our local community how effective a community-focussed public school can be. We look forward to building on our successes in 2018.

## Message from the school community

### School Council Report

This year has proven to be a busy one for the school, with extensive community engagement and profile building. The main focus of the School Council this year has been:

**Sesquicentenary celebrations** – The sesquicentenary has formed the main focus of school activities for the year, and the results were outstanding on a range of levels with the key benefits including:

- *Social and community* – a strong engagement with the current and past school community, and the broader local community as a whole with hundreds of people visiting or engaging with the school.
- *School profile* – reaching over 25 000 people on social media, along with media reports on television, radio and many print articles over the course of the sesquicentenary week and the build up to the event.
- *Public education profile* – reinforcing BPS and BPS alumni as great role models for public education.
- *Financial* – with P&C raising over \$15 000.

**Kindergarten survey** – A survey of attitudes and sentiment of kindergarten families in order to improve the orientation process and the welcome to school.

**School supporters policy** – The development of a school supporters policy to provide clear guidelines for the support (both financial and in kind) to the school from organisations and individuals.

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

We look forward to continuing to work closely with Wendy Buckley on the strategic directions of Bowral Public School to ensure the best long term outcomes for the school.

Nicole Smith

President

School Council 2017

## Message from the students

During this year we have been offered many amazing opportunities, including the chance to meet Lauren Cheatle, an ex student and member of the Australian Women's cricket team.

As leaders we attended the GRIP student leadership conference in Wollongong and we better understand that a leader isn't someone who forces others to make them stronger, a leader is someone willing to give their strength to others so they have the strength to stand on their own.

As a student leadership team and as Year 6 students we have overseen a marvellous sesquicentenary year for Bowral Public School, participating in Southern Stars, a trip to Canberra, time at the Sydney Sport and Recreation camp, the Opera House concert and local initiatives including Tulip Time and the Bowral Anzac march.

We had the responsibility of interviewing a number of our school alumni at assemblies and seeing first hand the opportunities that Bowral Public School offers students – as well as realising just how highly our school is viewed by those who came before us.

There are many things we will miss about Bowral Public School: the amazing opportunities; the memories; the friendly environment; great teachers; great friends and a super student leadership team.

All good things must come to an end and we thank Mrs Buckley and Miss Christie for their guidance and support. It has been a great honour being the school captains of the sesquicentenary year and we wish our successors luck in their journey as 2018 school leaders.

Heidi Alexander and Liam Biggs

2017 School Captains

## 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 2017 is 587 students, including a small number of Aboriginal students and 11% 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.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**:

Bowral Public School maintains a school wide collective responsibility for student learning and success with high levels of student, staff and community engagement. Embedded in teaching and learning programs are high expectations for

behaviour, supporting positive learning environments. School rules are explicitly taught by staff and reinforced throughout the year by the SRC and through our merit award system. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities with positive, respectful relationships, evidenced in the Parent Sentiment Surveys and student feedback using Tell Them From Me.

Strong student wellbeing programs enhance learning. Our Learning Support Team meets regularly to ensure ongoing and meaningful conversations as we engage students in their educational programs. The Learning Support Team has a comprehensive and inclusive model to support the cognitive, emotional, social and physical wellbeing of students. Student attendance is formally tracked using LMBR data, monitored by the Learning Support Team and structures are in place to address issues with individual families.

The school has active partnerships with the Bowral Community of Schools and maintains strong links between local high schools and preschools. Our kindergarten orientation program and high school transition programs are highly valued. They effectively support students' transition into new learning environments to ensure continuity of learning. An in-school program where teachers meet and discuss individual students' capabilities supports the transition between classes within the school. This process is enhanced as a result of the expertise offered by the executive team in collaboration with the Learning Support Teacher.

Embedded in current practice are strategies for parents to engage with and understand the learning progress of their children whilst developing effective skills to support them to learn. Parents have opportunities to discuss their children's progress regularly. 80% of parents met at the beginning of the school year with teachers to set the scene for positive home-school interactions.

Established long-term relationships with community through events such as Tulip Time, organisations such as CWA and regular fundraising for charity organisations led to strong support during the schools sesquicentenary celebrations. Former students and staff were expert guest speakers at school assemblies; local businesses supported the P&C's fundraising events and the community continue to provide awards for our annual presentation ceremonies.

Differentiated planning, programming and instruction will be a focus area in the 2018–2020 School Plan to target the specific needs of our students. Encouraging differentiated programming has provided the staff with an understanding of the relationship between teaching, learning and assessment consequently informing their future teaching and learning. We acknowledge that we differentiate programs very well for students experiencing difficulty as they access the curriculum. Some teachers use '*Bump it Up*' walls and aspects of visible learning to increase opportunities for student engagement, as students begin to use success criteria to monitor and personalise their learning.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**:

All classrooms are well managed with students engaged in interesting and relevant learning. Our professional learning calendar supports teachers to build skills aligned to our strategic directions. There has been extensive staff professional learning with a particular focus on writing and numeracy (TEN). To facilitate collaborative planning and programming we utilised the expertise of a teacher from Bowral High to run a series of sessions on Google for Education.

Evidence based teaching practice is encouraged across the school with improved classroom practice as our goal. Teachers use selected internal and external data collection tools, including PLAN and NAPLAN to inform practice. The importance of data analysis is an area to be addressed as not all teachers understand the value of PLAN data as a means of supporting and informing differentiated teaching and learning programs. Stage teams are increasingly working collaboratively in designing assessment tasks and in monitoring student progress. Individually, teachers reflect on and evaluate the effectiveness of their teaching practices as evidenced in their programs.

There are processes in place to support all staff in the development and monitoring of their Performance and Development Plan (PDP) with changes achieved in goal setting and professional growth. All staff have received constructive feedback from their peers and executive to improve practice. Classroom observations, across all areas of the syllabus, have contributed to an increasingly transparent learning culture. Documented, accredited and structured teacher professional learning programs have ensured teachers are meeting professional standards. Processes are in place to support beginning teachers, teachers working towards accreditation at proficiency and those maintaining accreditation. Beginning teachers are aligned with a school mentor and have opportunities to watch experienced teachers in their classrooms to observe different organisational skills and behaviour management techniques.

The senior executive has identified strengths and gaps with succession planning in place to build staff capabilities and has recruited staff with particular expertise to deliver school priorities. With our mix of experienced and beginning teachers, there are high levels of commitment as teachers display contemporary knowledge and innovation in the education of students with diverse learning needs.

Bowral Public School has strong, talented and committed teachers who work beyond their classrooms to contribute to broader school programs. These extra-curricular learning opportunities are significant, particularly in the areas of public speaking, debating, band, choir, sport and dance, as they support student development and are strongly aligned with the school's vision, values and priorities.

We consistently perform above state averages in NAPLAN. Encouraging differentiated planning, programming and instruction continues to be a focus area, providing teachers with a better understanding of the relationship between teaching, learning and assessment. Our future focus is to help teachers: target the specific needs of students (particularly high achieving students); move our middle to the top; and value add to our high performing students. Our data collection of student achievement and referrals for those students who do not meet grade benchmarks, to the Learning Support Team, ensure that their progress is tracked and monitored.

The results of this process indicated that in the School Excellence Framework domain of **Leading**:

Strong leadership is acknowledged as central to building capacity across the school. We have a shared school wide responsibility for leadership, teaching and learning. The leadership team continues to provide mentoring and coaching to aspiring leaders providing them with experiences that support them in developing their leadership skills. The consistency and effectiveness of the implementation of our strategic directions have been due to a strong foundation of leadership capacity building across the school. This has included numerous opportunities for staff to relieve across all executive positions, both short and long term. Staff have purposeful leadership roles across the school that support the implementation of our school plan and have roles that enrich their learning and ultimately improve outcomes for our students. This distributed leadership model, particularly in the areas of technology, sport, TEN (numeracy) and in 2017, our sesquicentenary, ensures our staff have roles based on their professional expertise and interest and reflects organisational best practice.

The school plan is at the core of our continuous improvement. Milestone monitoring, evaluation and review processes have been embedded and, this year, based on teams identifying how they might effectively work towards meeting our strategic directions. This has been somewhat of a two-edged sword as it has meant it has not necessarily been a K–6 approach under the guidance and leadership of a specific team but rather, looked at the skills, needs and focus of stage groups. The implementation of the school plan has not been as effective as it might be, although each team has identified processes and milestones, conducting reviews to ensure they are on track.

Bowral Public School focuses on maximising our learning spaces and use of technology, including the computer lab and banks of laptops, so they may be accessed by staff and students. Physical learning spaces, such as the '*bridge*', hall, basement and woodwork room are used flexibly to achieve improved student outcomes. The school continues to search for alternative, creative and innovative ways in which it can use these spaces given our acknowledged issues with playground space.

Management practices and processes underpin school improvement at Bowral Public School. Strategic financial management is used to gain efficiencies and maximise resources available to implement the school plan. We are focused on improving administrative procedures to maximise efficiency and manage workload. All administrative staff have undertaken LMBR training and are working to successfully implement the changes in organisational practice this has entailed.

The executive team, under the strong leadership of the Principal, have worked to develop partnerships and relationships that enrich the schools image, purpose and standing within the local community. As a result, the community recognise the school as excellent and responsive. Effective engagement is reflected in the highly successful '*Back to Bowral*' sesquicentenary celebrations in September 2017. The School Council and P&C promote opportunities for parents and the wider community to provide constructive feedback on practices and policies and the Student Representative Council has made submissions and suggestions for possible change from a student perspective.

The Bowral Public School leadership team has been successful in leading our strategic directions, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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.
- Stage teams identified strategies to support their implementation of the school plan with specific milestones in writing and numeracy.. This differed from the 2015/16 milestone approach which employed an unsuccessful K–6 model. This was aimed at having each stage take responsibility for school progress, using the data to inform stage based teaching and learning practice.
- Executive staff led all staff through the process of data analysis, introduced NAPLAN writing criteria and supported team planning sessions. As a result, teachers have begun to develop, implement and share assessment tasks using these to develop consistency of teacher judgement. However, teacher and stage teams are yet to master the skills of using data to drive planning, particularly with a focus on differentiation.
- Following K–6 targeted writing professional learning, Stage 2 teachers rewrote milestones and implemented specific writing goals for programming and assessment.
- Marking of stage assessment tasks in writing supports the development of consistent teacher judgement. Tasks clearly state outcomes and criteria used to support visible learning strategies.
- Individual student performance and development tracked on PLAN, twice a year. PLAN continuum progress data clearly identifies not all staff are using this software to both monitor student achievement and plan for future teaching and learning.
- PLAN data indicates that our practices in literacy are sound in the early years, as a structured approach, based on L3 (Language, Literacy and Learning) is used K–1.
- Year 1 Writing Assessment Growth data reflects student growth over the year with 77% of students at or above expected stage outcomes.
- K–1 teachers have worked in collaboration with an in school TEN trainer, to support each other to implement the Targeted Early Numeracy (TEN) intervention program with regular team teaching sessions timetabled.
- Numeracy programs are based on syllabus outcomes, include a variety of teaching and learning activities and record how teachers meet the syllabus requirements. There is a variety of programming formats used from K–6 and across stage teams. Few programs show evidence of differentiated programming.
- Visible learning strategies trialed in some classes with a focus on writing.
- Programming in History and Geography effectively reflects school priorities and linked extensively to sesquicentenary celebrations.
- Computer labs and banks of laptops enable staff to integrate technology into all curriculum areas.
- 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)	Funds Expended (Resources)	Progress achieved this year
95% of students above National Minimum Benchmark levels in NAPLAN – writing and numeracy	Nil  Learning Support Teacher time allocated to support students who did not meet National Minimum Benchmark levels	<b>Year 3 writing:</b> 91% at or above national minimum benchmark  <b>Year 3 numeracy:</b> 85% at or above national minimum benchmark  <b>Year 5 writing:</b> 90% at or above national minimum benchmark  <b>Year 5 numeracy:</b> 90% at or above national minimum benchmark

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teaching staff have documented evidence and personalised professional learning plans in line with the Professional Development Framework	\$38 469	Teachers have participated in lesson observations and stage / team sharing. They have worked within their teams to identify professional learning goals. Goals were reviewed by individual teachers to ensure they are supporting their personal and school plan direction.
50% of students in proficiency bands in writing and numeracy (NAPLAN) as we move the middle to the top	Nil	<p><b>Year 3</b> data indicates students reading achievement at proficiency is consistently above state average. Data for writing proficiency fluctuates whilst trend data illustrates overall achievement in writing is above state average for 3 of the past 5 years.</p> <p><b>Year 5</b> data indicates students reading achievement at proficiency is consistently above state average whilst trend data for writing indicates overall achievement exceeds state average this year, however proficiency has not reached the school target of 50%.</p> <p><b>Premier's Priority</b> – average % NAPLAN reading and numeracy results in top two bands:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading: 59.34%</li> <li>• Year 5 Reading: 61.54%</li> <li>• Year 3 Numeracy: 47.31%</li> <li>• Year 5 Numeracy: 37.97%</li> </ul> <p><b>Value added:</b> Year 3 – Year 5 – average growth of 80.90 points: rated as '<i>Sustaining and Growing</i>'</p>

## Next Steps

Executive and team leaders will need to:

- work in classrooms as instructional leaders;
- provide teachers with new tools including an understanding of the literacy progressions;
- build the capacity of staff to use diagnostic assessment tools;
- incorporate systematic analysis of data into team meetings to develop the knowledge and skills of staff to use data to inform practice; and
- closely monitor and guide the development of teaching and learning programs to ensure quality educational opportunities are: differentiated; purposeful and engaging; and incorporate IT skills.

Having teaching experts working in the classroom with other teachers has been an effective strategy for the K–2 staff wanting to improve the numeracy performance of their students. Attention to transitioning students through Stage 2 is required if school proficiency are to be achieved in Year 5.





## 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

**Students:** The student leadership program ensures that there are authentic and ongoing opportunities for student voice at Bowral Public School. This includes: Student Representative Council (SRC); school leader contracts; Student leadership conferences – GRIP, Young Leaders Day and Bowral Community of Schools SRC day at Wombaroo; Student leadership of assemblies.

**Parents / Community:** Our proactive P&C Association meets monthly. Funds raised are donated to improve facilities and resources for our students. In 2017 the focus was on outdoor playground improvements. The School Council represents its various constituent groups in defining school direction and priorities ie. a governance role. It comprises the Principal, parents, staff and community leaders. School Council meetings are held every term. Minutes from P & C and School Council meetings are published on the school website.

**Staff:** The Principal and senior executive take responsibility for driving improvements throughout the school. The roles and responsibilities document highlights the contribution of all staff to programs that enhance the learning for students. The Sport Action and IT committees have made a strong commitment to succession planning and meet regularly each term.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of executive staff working towards accreditation using the School Leadership Capability Framework	Nil	No executive members of staff are working towards higher levels of accreditation. <ul style="list-style-type: none"><li>• The Principal was seconded two days per week in a Director Public Schools NSW role.</li><li>• Two executive staff relieved in higher duties capacity: one as Principal Bowral School on a part time basis; and one as Principal, Kangaloon Public School.</li><li>• The Principal of Avoca Public School was seconded to Bowral Public School as Deputy Principal, on a part time basis, and as a Learning and Engagement Officer using QTSS funds.</li><li>• Four classroom teachers relieved in a higher duties capacity this year.</li></ul>
100% administrative staff trained and competent users of LMBR procedures	Nil	<ul style="list-style-type: none"><li>• Bowral Public School fully deployed to the standardised finance system (SAP) and student enrolment / attendance modules as part of the Learning Management and Business Reform (LMBR) in 2017.</li><li>• The Principal and School Administration Manager also undertook training to support effective implementation of LMBR.</li><li>• Executive staff were trained in the use of SCOUT – (the NSW DoE improved Business Intelligence tool), providing the data to make more informed decisions around School Performance.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teaching staff have professional learning plans; aligned with school policies and targets; roles and responsibilities statement and Professional Development Framework standards	0.4 (2 days per week) QTSS allocation aligned to teaching executive for supervision and administration of stage teams.	All teaching staff completed the Performance and Development Framework and personal goals, producing evidence of impact. Staff received written feedback from colleague and/or team leader observations for future growth.

## Next Steps

- The school excels in ensuring **student** leadership is authentic, collaborative and milestones reflect the commitment to offering students an '*instructional leadership*' model where they can learn the skills and then apply / showcase them in a variety of settings.
- The **P&C** and **School Council**, have sound leadership practices as they excel in their role in both contributing to the life of the school and governance.
- Capacity building and the need for all **staff** to commit to the planning and organisation required to improve student learning outcomes are identified issues. The milestones refer to the preparation of staff Performance and Development Plans (PDPs) as the only means of documenting leadership. Whilst one or more members of staff have been assigned responsibility for implementing the school plan, this has not eventuated and it is strongly recommended that meeting structures focus more on student outcomes, analysing the data and communicating the identified needs. This is a professional learning model where administrative activity is minimised. It is essential, as we go forwards to the 2018–2020 plan, there is a change in how we utilise the time at meetings to build capacity and focus on the use of data to effectively implement identified priorities.



## 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

- School Council parent surveys indicate that we consistently ensure families feel welcome in the school and they are regularly informed about school events. Increasingly, parents are using our school website and Facebook for the immediacy of information sharing.
- Parent / teacher meetings enable the sharing of information about individual students which strengthens our partnerships and supports successful learning – 415 interviews / 603 students.
- Families of students with identified needs participate in regular information exchange meetings co-ordinated through our Learning Support Team.
- Class Dojo and Seesaw Apps are being used in a some Stage 1 and Stage 2 classrooms.
- A Yearbook showcases the events of each school year.
- Teachers actively promoted the school's 150th Year Celebrations (sesquicentenary) through our open days, assemblies and K-2 Olden Day Fair. Staff contributed by uploading content to the website and updating the school and alumni Facebook pages. All classes selected a focus for learning, utilising resources from our school museum. An historical book was written, published and copies were sold to our community. The 'Back to Bowral' ball held at Mittagong RSL was very well attended by past and present staff and alumni. Our host for the evening was Craig Reucassel, media personality and an ex student.
- Filmpod project 'A Day in the Life of Kindergarten' completed.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teaching staff regularly update school website 'class' page and contribute to 'blog' over the year	Nil	<ul style="list-style-type: none"><li>• All classes are showcased on the website with photos annotated to provide clarifying information.</li></ul>
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	50 minutes per week allocated to Facebook administrator (funds from RAM allocation)	<ul style="list-style-type: none"><li>• Fortnightly Newsletter emailed to over 700 recipients, including staff.</li><li>• Facebook: 4 administrators, 2 sites – School and Alumni; daily posts – average of 500 reached per day.</li><li>• School Website traffic analysis shows an average of 40 views per day, with 3% of those views being for the newsletter and a further 3% connecting to specific class information and event pages.</li></ul>
80% student 'Tell Them From Me' survey responses indicate positive correlations regarding student relationships and learning	Nil	Survey results for Years 4 – 6: <ul style="list-style-type: none"><li>• 98% value their schooling outcomes and believe it will have a strong bearing on their future;</li><li>• 96% try hard to succeed in their learning;</li><li>• 84% have positive teacher / student relations: (81% – Year 4; 86% Year 5; 86% Year 6)</li><li>• 76% have a positive sense of belonging; and</li><li>• 76% are interested and motivated in their learning.</li></ul>

## Next Steps

- An area identified for improvement, by parents, included: reviewing communication strategies to ensure they are well informed about school, stage and class programs; ensuring information is received in a timely way; and providing access to a range of communication methods. (refer Parent Sentiment Survey)
- Based on the data, the website and Facebook provide many in our school community with the opportunities they are seeking to keep informed about class, stage and school activities. Skoolbag is being used by an increasing number of families to submit information about student attendance / absences. Whilst currently using Skoolbag to send out the newsletter (which is also on the website) we need to explore ways to use digital platforms more effectively to ensure parents have access to information in the manner they are seeking.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6 755	<p>Funding allowed additional team teaching time within the identified student's classroom, utilising the expertise of our Learning Support Teacher. As a result this initiative:</p> <ul style="list-style-type: none"> <li>• strengthened the home school partnership and student learning outcomes.;</li> <li>• improved the quality of teaching and learning for Aboriginal students through the funding of additional School Liaison Support Officer (SLSO) time to support students in literacy and numeracy; and</li> <li>• increased Aboriginal students' participation and engagement in learning through the use of funds to cover school related costs families have needed assistance in meeting.</li> </ul>
<b>English language proficiency</b>	\$22 880	<p>Funding was used to employ a teacher to meet the English language needs of EAL/D students for one day per week, supporting a small group of students with very little English. This support has resulted in:</p> <ul style="list-style-type: none"> <li>• increased EAL/D students' English language proficiency;</li> <li>• more effective reporting of English language learning outcomes to parents; and</li> <li>• improved quality of teaching and learning for EAL/D students. This included using data about EAL/D students to differentiate teaching programs and classroom assessment practices.</li> </ul>
<b>Low level adjustment for disability</b>	\$142 642: includes costing for a full time Learning Support Teacher and 6 part time School Learning Support Officers (SLSO)	<p>Funds were partly used to purchase time to run the CRISP intensive reading program for targeted Stage 2 students and supplement our Reading Recovery program.</p> <p>Learning Support Teacher time has been used to help develop personalised learning plans and assist in identifying learning adjustments needed to support low level disabilities within mainstream classes.</p> <p>Our Learning Support Team meets fortnightly to identify learning and behavioural needs and how we might best support students and maximise their learning outcomes.</p> <p>School Learning And Support Officer (SLSO) time was also purchased to support learning and behavioural adjustments.</p> <p>These programs have:</p> <ul style="list-style-type: none"> <li>• engaged students and their parents/carers in consultative and collaborative processes to personalise learning and support identified student needs;</li> <li>• increased the level of student participation and engagement in learning;</li> <li>• provided support for teachers in recognising and responding to students' specific learning needs; and</li> <li>• enhanced student access to a wider range of curriculum learning experiences and specialist educational and community services.</li> </ul>



<b>Socio-economic background</b>	\$26 485	This funding was used to support families requesting financial assistance in order to effectively access the curriculum and ensured that no student missed out on learning opportunities and experiences due to financial hardship.
<b>Support for beginning teachers</b>	\$20 175	<p>This funding was used to support three teachers who matched the criteria as beginning teachers. Each beginning teacher had an additional release from face to face teaching timetabled into their week. They also accessed additional professional development and mentoring time with an experienced colleague within the school and from other schools.</p> <p>The school supplemented these funds using QTSS support and accessed the Bowral Community of Schools '<i>Better Teachers, Better Beginnings</i>' initiative, to provide mentoring and coaching as the teachers received constructive feedback on lesson delivery, programming, assessment and classroom management.</p>
<b>LMBR implementation</b>	Nil	<p>The school fully deployed to the SAP / SALM finance portal in 2017. Electronic roll marking also commenced in 2017.</p> <p>All school administration staff actively participated in ongoing professional learning.</p> <p>The Principal and School Administration Manager worked through a number of financial modules to help set the budget according to NSW DoE guidelines.</p> <p>An additional school administration officer was employed one day per week for a semester to help support LMBR implementation.</p> <p>In Term 4, the school office area was refurbished and systems designed to maximise staff efficiency.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	284	302	305	304
Girls	258	276	298	297

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	95.2	95.3	96.4
1	95.2	95.5	94.4	93.7
2	94.4	95.4	94.5	94.8
3	95.6	95.3	95.5	94.2
4	95.4	94.2	94.3	95.4
5	94.8	95.3	94.8	93.6
6	94.1	93.3	94.2	92.9
All Years	95	94.9	94.8	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

School attendance in 2017 remained consistently at or above Department of Education state levels with an average percentage of 94.40 achieved across all grades in comparison to the state's percentage of 93.90.

Bowral Public School commenced to record attendance electronically using the DoE LMBR program in 2017. The school's Attendance Policy clearly informs staff and parents about the legal requirements regarding attendance at school. Attendance is monitored by class teachers and executive through a formalised tracking process. Student absences are followed up, initially by telephone call once a student has been absent for two days and, if required, via letters to parents.

The Skoolbag App is used extensively by parents with an average of 20 absence notifications per day and one change of contact details per week. Student attendance data is monitored on a fortnightly basis and reports generated and submitted to the Learning Support Team. The school uses the School Liaison Office to assist with attendance issues when the need arises.

### Class sizes

Class	Total
KRUBY	19
KROSE	20
KRASPBERRY	19
K/1SILVER	21
1/2CHROME	24
1GOLD	23
1DAFFODIL	23
1AMBER	23
2/3BRONZE	27
2MUSTARD	25
2LEMON	25
3MINT	30
3LIME	29
3/4COPPER	29
4FOREST	27
4EUCALYPTUS	27
4EMERALD	27
4/5BRASS	29
5SAPPHIRE	30
5AQUA	29
6TURQUOISE	26
6INDIGO	27
6COBALT	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.49
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

In 2017, Bowral Public School had no members of staff who identified as Aboriginal.

### Workforce retention

Our leadership team has undergone significant change since the 2015–2017 School Management Plan was developed. The Principal undertook the Principal School Leadership role for 2 days per week during the beginning phase of the cycle and has been a Director, Public Schools NSW 2 days per week, in this, the last year of the cycle. The executive team has been a mix of permanent and relieving team members and only the Deputy Principal and one Assistant Principal from the original leadership group are still at the school.

The school has enjoyed growth in numbers since 2015 whilst retaining a strong sense of school pride. 2017 saw the appointment of two teachers to Bowral Public School – one at the commencement of the year and another at the beginning of Semester Two. The current staff profile is a blend of new graduates, temporary and experienced teachers.

### 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

The teachers and leaders who work at Bowral Public School are a mix of: pre–2004 service teachers; those who are in the process of maintaining accreditation; and beginning teachers. All teachers are in different stages in their development in understanding what they do in terms of NESA accreditation requirements and what this means for their professional learning as an individual and in a systemic sense.

All staff participated in a variety of professional learning programs to extend and refine teaching and learning practices and to improve professional knowledge and skills. Professional learning occurred in a variety of ways during school development days, team and whole school staff meetings, in–school courses and coaching programs.

School Development Days and staff meetings have a focus on whole school performance targets and / or NSW Department of Education mandatory training, including anaphylaxis, CPR, child protection and code of conduct.

QTSS funding has been used in a variety of ways including: releasing an executive team member to work with all staff on developing their Personal Development Plans (PDPs); release of executive staff to deal with stage based administrative matters; time for each stage to complete at least one teacher observation per teacher; and team teaching for beginning teachers.

All teaching staff completed Personal Development Plans, identifying goals for the year and the evidence, matched to the Australian Professional Standards for Teachers, and how they planned to indicate their progress towards achieving those goals. Mid and end of year reflection is documented.

All stages are allocated a professional learning budget and stage / team leaders have the capacity to approve the professional learning their team members seek. Teachers seeking or maintaining accreditation understand the importance of documenting their professional learning in their MyPL diary.

Featured professional learning for 2017 included:

**TEN (Numeracy):** K–1 teachers worked in collaboration with an in school TEN trainer, to support each other to implement the Targeted Early Numeracy (TEN) intervention program with regular team teaching sessions timetabled;

**Writing:** all staff worked with a senior member of the executive on a planned approach to professional learning in writing in 2017, commencing with in depth

review of NAPLAN data, followed by K–6 and stage team meetings on the development and implementation of programs and strategies to support a differentiated curriculum; and

**Google for Education:** all staff participated in a series of sessions lead by a Google trainer from Bowral High to support our identified need to use easily accessible platforms such as Google Drive to share teaching resources and, in the future, collaborative programming.

Five teachers continued to work on maintaining their accreditation and a further four teachers were mentored as part of the Beginning Teacher Program. One teacher submitted documentation for accreditation as proficient at the completion of the 2017 school year.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	564,466
<b>Revenue</b>	4,751,943
Appropriation	4,402,928
Sale of Goods and Services	35,341
Grants and Contributions	304,520
Gain and Loss	0
Other Revenue	0
Investment Income	9,153
<b>Expenses</b>	-4,750,801
Recurrent Expenses	-4,750,801
Employee Related	-4,227,863
Operating Expenses	-522,938
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,142
<b>Balance Carried Forward</b>	565,608

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,791,544
Base Per Capita	92,154
Base Location	7,078
Other Base	3,692,312
<b>Equity Total</b>	198,761
Equity Aboriginal	6,755
Equity Socio economic	26,485
Equity Language	22,880
Equity Disability	142,642
<b>Targeted Total</b>	141,823
<b>Other Total</b>	200,984
<b>Grand Total</b>	4,333,112

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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, 97 Year 3 students and 80 Year 5 students sat the NAPLAN tests.

### Literacy

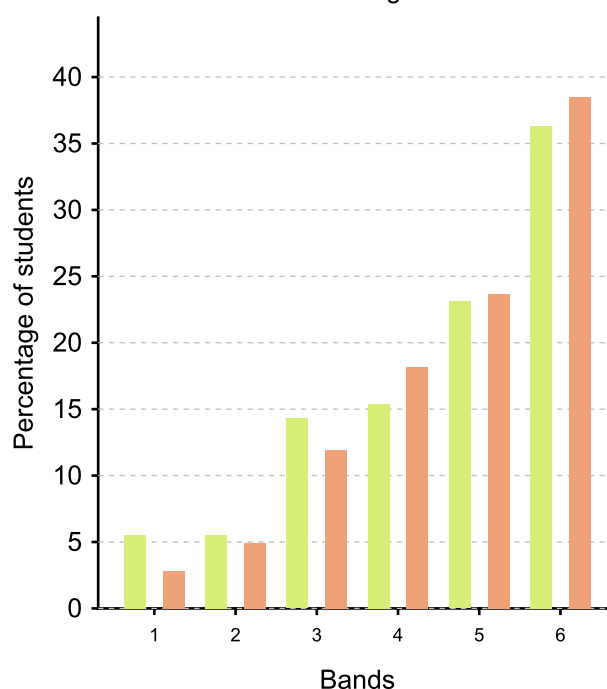
Bowral Public School data indicates students consistently achieve proficiency rates exceeding the state average in NAPLAN reading. The same data reveals Bowral Public School proficiency in writing fluctuates particularly for students in Year 3, whilst Year 5 data indicates students are not maintaining proficiency as they progress.

In **Year 3**, areas of strength were: in **reading**, interpreting information from persuasive texts and meaning of vocabulary in a poem; identification of main purpose of a paragraph; and linking information across sentences. They were also able to identify order and connection of clauses in **grammar and punctuation**. Areas to be addressed include the ability to identify and use list punctuation correctly and understanding of the correct use of prepositions in a text.

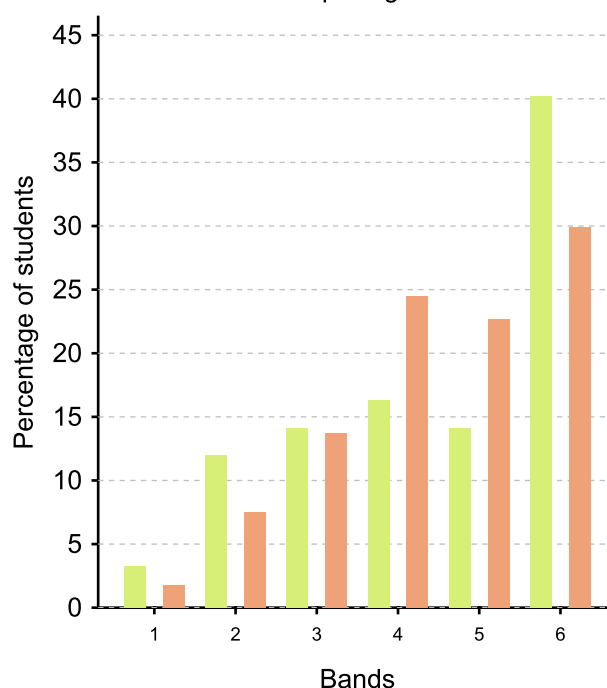
In **Year 5**, areas of strength were: in **reading**, interpreting meaning of vocabulary in a poem and in informative texts; interpreting stated information in narrative; identifying and inferring reasons for character's actions; locating facts and interpreting them in information reports; interpreting complex language in a persuasive text; and analysing information in an informative text. In **spelling**, they were able to correctly spell increasingly complex words; identify vowel digraphs such as 'oa' in loaded; identify errors in spelling in a variety of words including the plural of words that change from the singular such as 'knife /knives'. In terms of **punctuation and grammar**, students could correctly identify verb tense; identify direct speech in a complex sentence; as well as understand the sequencing of events in a series. An areas to be addressed is the ability to identify the correct use of capitals.

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. In **Year 3** there was little awareness of paragraphing and minimal use of devices to engage an audience when writing a persuasive text. **Year 5** students are writing increasingly complex sentences, however, text structure needs to be addressed where students can effectively use two components to persuade the audience.

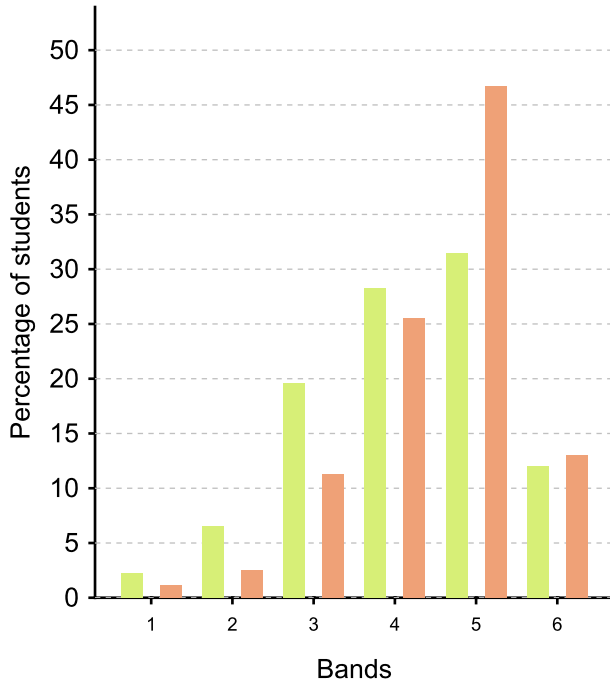
Percentage in bands:  
Year 3 Reading



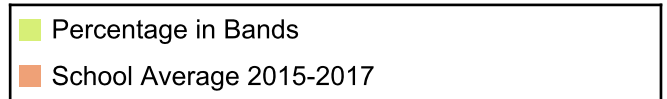
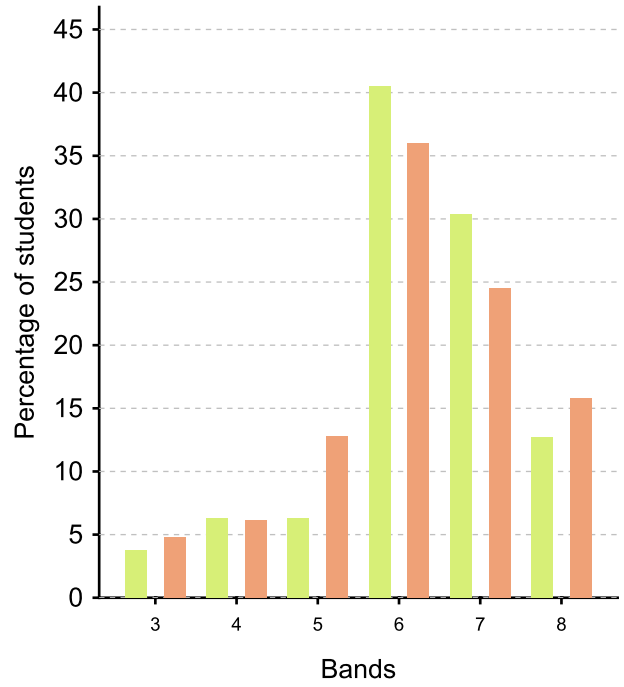
Percentage in bands:  
Year 3 Spelling



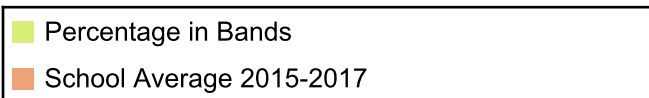
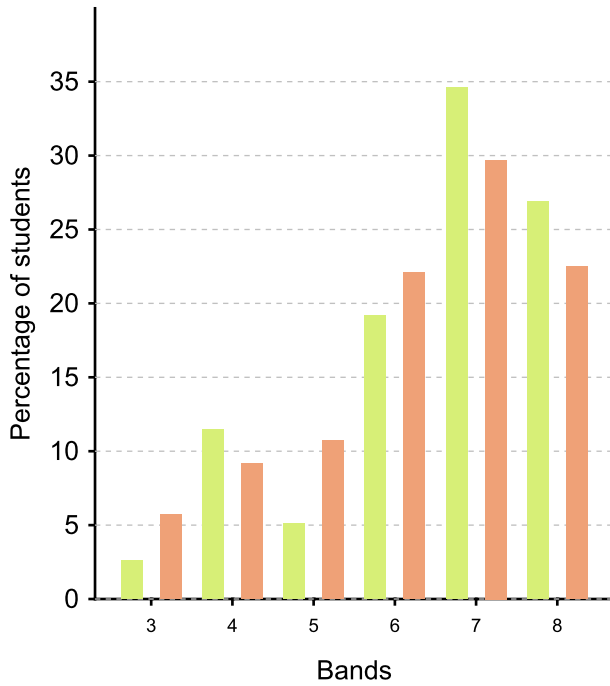
**Percentage in bands:**  
Year 3 Writing



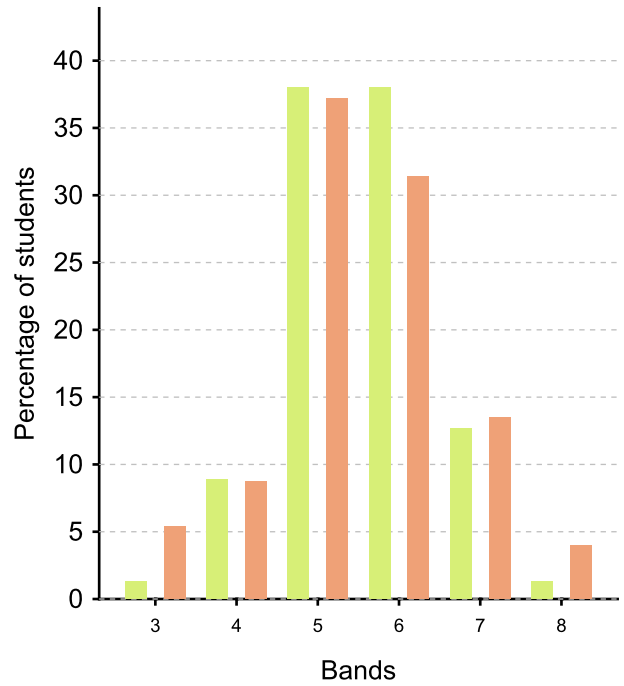
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

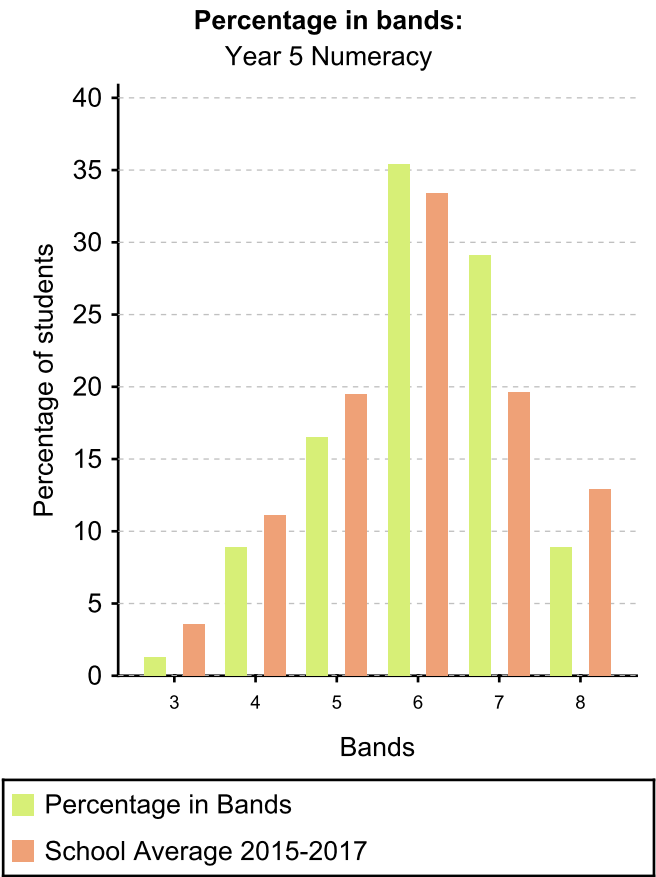
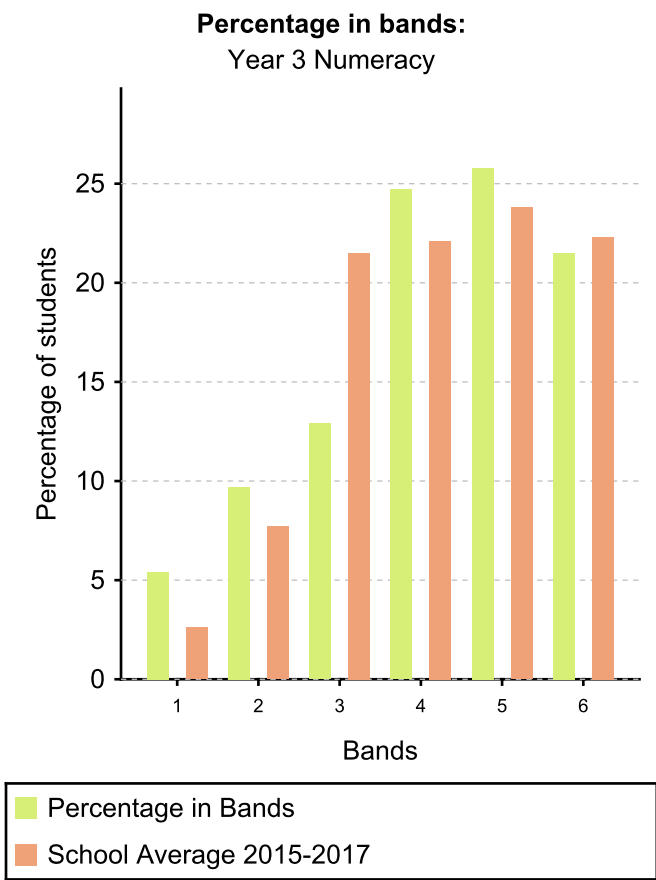


**Percentage in bands:**  
Year 5 Writing



Numeracy

In **Year 3**, an area to be addressed is in fractions and decimals and understanding the relationship between a fraction and a whole, for example, 'how many quarters in a whole?'. In **Year 5**, areas of strength included the ability to identify decimal form of a fraction ie. 5/10 is 0.5; comparing the features of 3D models; understanding the data in a column graph; and identifying the object with the largest volume from a group. Areas to be addressed include: identifying the inverse of a number sentence and understanding place value when working with decimals. In both Year 3 and Year 5 our students performed above the NSW DoE schools mean scores in each of the strands: Numeracy; Data, Measurement, Space & Geometry; and Number, Patterns & Algebra.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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

Our School Council Parent Sentiment Survey canvasses thoughts on a range of topics. Parents state they feel welcome members of our community, are informed of events and have a range of opportunities to participate. They value the educational opportunities provided at Bowral Public School and feel confident to speak with teachers and ask questions about their child's learning. This year 135 parents responded to the survey. Of particular note was that 97% of respondents rated Bowral Public school as between 'OK and Excellent' on a 5 point ranking scale (with 44% rating the school as excellent).

Parents could choose one or more responses to the following questions:

*What are the key reasons you chose to send your child/children to BPS?* 68% stated it is the local school; 64% highlighted the reputation of the school and 38% valued our community / family friendly nature.

*What do you like the most about BPS?* The quality of the teaching staff was a clear positive with 72% rating the staff very highly. This is linked closely with the valuing of our academic programs (48%) and our music, sport and arts programs. The school community was also rated highly with 58% commenting on our 'great teachers and great community'.

*What do you dislike about BPS?* Overwhelmingly parents said that there was nothing they disliked, however, it is to be noted the physical environment was commented upon by a number of parents – particularly the reduced playground space due to the closure of the Banyette St playground during the year.

*What forms of communication do you use to stay in touch with what is happening at school?* Parents access a range of means to keep in touch with what is happening at Bowral. These include: website; Facebook; email newsletters; Skoolbag App; asking teachers directly; through my children; and word of mouth (through other parents). Some parents state there is 'too much' information and others say it is not enough or it is not timely. The fortnightly newsletter, emailed to families, is rated second only to the information that the students convey to their parents.

*If you were to describe BPS to a friend or family member, how would you describe the school?* An open ended question that generated 112 responses – the majority very positive – one response being 'A modern, progressive, inclusive environment doing its best to cater for all!'

*As you may be aware, we recently completed a new building with eight homebases (classrooms). What is your opinion of this new building?* 82% ranked the building as a fantastic asset to the school.

*What improvements would you like to see made at BPS?* 69% would like to see improvements to the

school grounds – a priority identified by the 2018 P&C committee and 28% would like continued improvements / upgrades to the technology available to students.

### Kindergarten Survey

For the first time Kindergarten parents were surveyed in Term 2 to get a feel for how we might improve Kindergarten orientation and the start of the school year.

Findings included:

Both the transition and enrolment procedures were all rated as positive experiences.

*Start of the school year....*

- Information pack provided to parents and the commencement of the school year were all rated as positive. Some would like more information about Best Start.
- Information sessions and communication were rated as mostly positive, although more information about what the first day of school looks like and the uniform would be appreciated.
- Early finish time of 2.30pm – parents found this an issue and many felt it was unnecessary. In 2018 this was responded to with Kindergarten finishing at 3.10pm in line with the rest of the school.

*What the new parents of Kindergarten students like about BPS (top 4 responses)....*

- Quality of teachers
- School community feel
- Teacher/student ratios
- Academic approach

### Tell Them From Me: student engagement

In August, 209 students from years 4 to 6 completed the Tell Them From Me survey which included measures of student engagement alongside the drivers of student outcomes.

*Social engagement:* Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 88% of students stated they had positive relationships at school with 76% feeling they 'belonged'.

*Institutional engagement:* Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour. 98% valued their schooling with 95% stating they had positive behaviours at school – both greater than NSW DfE school norms.

## Policy requirements

### Aboriginal education

Bowral Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. In 2017, personalised and learning support plans for our identified Aboriginal students were written and reviewed under the guidance of our Learning Support Teacher. These plans were designed to improve educational outcomes and increase the participation of Aboriginal students, as well as provide support, guidance and monitoring for student success. Funding through DoE RAM (Resource Allocation Model) allocations have been used to support this process and to provide additional Learning Support Teacher time in classrooms for small group or 1:1 instruction to meet and address identified needs.

Our school promotes respect for the traditional culture of Aboriginal people by acknowledging the traditional custodians of the land at important gatherings and all school assemblies and extending that respect to Aboriginal people past and present. Our indigenous students present the Bowral Public School Acknowledgement of Country at these ceremonies.

Teaching and learning programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Appropriate cultural resources are provided for classrooms and teachers implement innovative activities to celebrate Aboriginal culture throughout the year. NAIDOC week is recognised and celebrated K–6 as students participate in relevant and authentic activities. Our NAIDOC celebration was linked to our sesquicentenary program with our indigenous students retelling the legend of 'Wingecaribee' a story written by students 25 years ago inspired by the Dreamtime.

Our program at Bowral Public School fosters understanding, awareness and respect for Aboriginal people. Students are taught to be tolerant of other people's beliefs, while gaining a greater knowledge and understanding of Australia's rich, indigenous culture.

*Intellectual engagement:* Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. 77% of students indicated they were interested and motivated to learn with 95% rating the quality of their instruction highly.

*Drivers of student engagement:* School-level factors consistently related to student engagement are quality instruction, teacher– student relations, classroom learning climate and teacher expectations for success. These were rated as follows:

- Quality instruction – 83%;
- Teacher– student relations – 84%;
- Classroom learning climate – 70%; and
- Teacher expectations for success – 88%.

Each of these factors were rated at or above the NSW Government School norms and complement the findings from the parent sentiment survey where the school fosters a sense of community and belonging, engaging students in relevant, interesting and motivating curriculum choices presented by teachers who care about their students intellectual and social wellbeing.



## Multicultural and anti-racism education

Bowral Public School implements a culturally inclusive curriculum which reflects the cultural, linguistic and religious diversity of our society. These experiences provide students with a strong foundation to successfully take part in a rapidly changing world where cross-cultural understanding and intercultural communications are essential. Our programs and practices foster and promote inclusivity, cultural awareness, diversity and respect for the cultures and beliefs of all members of the school community. It is acknowledged that the cultures and beliefs of all individual members of the school enrich our whole community.

Currently 11% of our student population identify as having a language background other than English speaking twenty five different languages. The English as an Additional Language or Dialect (EAL/D) allocation for 2017 was 0.2 teachers ie. 1 day per week. We used part of our RAM funding to supplement staffing in EAL/D support to provide for the needs of the students.

Students from diverse backgrounds are encouraged to be proud of their heritage and to share their customs and beliefs. Harmony Day, where students learnt about tolerance and acceptance in our diverse community, was again celebrated – this year with our students wearing national dress.

Multicultural perspectives are incorporated into History and Geography units of work and students were delighted and amazed by some of the cultural differences and similarities they learned. All Year 6 students completed projects for the Country Women's Association International Day. The country this year was Nepal. This celebration of culture culminated in students from a local high school presenting information on their experiences in Nepal to our Stage 3 classes.

Our school has a trained Anti-Racism Contact officer and on occasion throughout the year students were referred for support of guidance in relation to incidents with the school. This officer also assists staff, students and parents who have complaints 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.

Staff, students, parents and community members have worked hard to create a harmonious, tolerant and welcoming school environment where the promotion of multicultural education is reinforced through our school values of respect and responsibility.