

Bowral High School Annual Report



2017



8104

Introduction

The Annual Report for **2017** is provided to the community of **Bowral High 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.

Kim Paviour

Principal

School contact details

Bowral High School
Park & Aitken Rds
Bowral, 2576
www.bowral-h.schools.nsw.edu.au
bowral-h.School@det.nsw.edu.au
4861 2255

Message from the Principal

Bowral High School is committed to supporting student learning and success by ensuring that we nurture, inspire and challenge students every day. The staff is committed to knowing, valuing and caring for every young person in our care. Preparing our students to live and succeed in an increasingly complex and dynamic world is a challenge we embrace and meet every day. Project based learning is provided to all students in stage four, along with regular opportunities to collaborate, communicate, problem solve and use technology. All teachers are supported to maintain their accreditation at proficient and higher levels, working together in a vibrant professional learning community that promotes improved student learning and teaching success. Leadership at all levels is a priority at Bowral High School: all members of the community share leadership roles and responsibility for fostering a culture of high expectations, mutually enriching community partnerships and success. I am proud to lead a vibrant, inclusive and responsive school community.

School background

School vision statement

Bowral High School is committed to supporting the learning of students by ensuring that we nurture, inspire and challenge students, in and out of the classroom. Students engage in rich learning experiences that develop skills for now and in the future. The highest levels of professionalism are expected of all teaching and support staff, with a demonstrated commitment to the provision of engaging, differentiated and evidence-based teaching strategies and ongoing professional development. Leadership at all levels is a priority at Bowral High School: all members of the community share leadership roles and responsibility for fostering a culture of high expectations, mutually enriching community partnerships and success.

School context

Bowral High School is a comprehensive co-educational secondary school servicing a community that also supports several independent secondary schools. The school serves a slightly below average socio-economic community with a Family Occupation and Education Index (FOEI) of 102, the FOEI mean being 100. The school caters for a diverse group of students from a range of socio-economic circumstances. The special interests and needs of students are met through successful performing and creative arts programs, a wide range of sporting opportunities and a differentiated academic curriculum. The school uses the Positive Behaviour for Success (PBS) program to promote positive behaviour and a Special Education faculty supports four special needs classes that meet the needs of students with diverse learning disabilities. Students are extended through highly successful enrichment programs in all key learning areas as well as dedicated academic classes in Stage 4 and project based learning opportunities. Bowral High School has strong links to its community and its partner primary schools. A rich and challenging academic program exists side by side with opportunities in vocational education that offer students individual pathways to work, university, and TAFE or private colleges.

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. 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.

In the Learning domain, strong processes are used to know, value and care for every child. The school culture is strongly focused on student wellbeing and learning with teachers accessing and using information about the capabilities of individual students to plan engaging learning experiences. The new school plan focuses on supporting staff to use a range of student and school data to identify gaps in learning and achievement so that effective individual learning plans are implemented and meet the individual needs of students. Strong collaborations with parents are fostered and provisioning authentic parent and community engagement with the school are priorities. Positive Behaviour for Success (PBS) continues to underpin a planned and integrated support for improved student wellbeing and learning. In 2018–20, PBS will focus on teaching students the skills they need to be responsible learners in the 21st century. The school's curriculum is regularly monitored and reviewed to meet the changing requirements of students. High expectations are articulated in teaching and learning programs and assessment and feedback processes. The next three years will focus on strengthening the delivery of evidence based teaching practices, differentiation and the implementation of the literacy and numeracy strategy in all learning spaces. Consistent, school-wide assessment practices are currently in place and formative feedback will be integrated into teaching practices in every classroom, promoting responsible learning and improved outcomes. The school continues to achieve good value-adding in Naplan, delivering across years 7–9 and 9–12 in reading and numeracy. To improve, the school will fully implement the Literacy and Numeracy strategy in 2018 and 2019, using the Lexia online platform to integrate literacy into the daily routines of all year 7 students and students with targeted literacy and numeracy needs.

In the Teaching domain, the school has determined that effective classroom practice is generally being delivered with most teachers committed to using evidence-based, explicit teaching methods. However, there needs to be greater consistency across the school; in 2018 professional learning will focus on supporting greater staff collaboration, engagement in Quality Teaching Rounds (QTR) and use of data to inform practice. The accreditation of all pre-2004 teachers at the proficient level will begin in 2018, necessitating a universal staff commitment to demonstrate personal responsibility for the maintenance and development of their professional standards. Professional learning effectively supports teachers to use the Australian Professional Standards and the school plan to develop robust professional

learning goals and to target their learning to achieve their goals. The leadership focus in the school plan supports and encourages staff to adopt new whole school leadership roles, with coaching and mentoring skill development offered to executive and aspirational staff. The twilight professional learning hubs model has been highly effective in 2017 and will continue to be supported in 2018.

Bowral High School continues to grow in the Leadership domain. The focus on instructional leadership is evident in a range of school processes, including leadership development and QTR. The new plan promotes greater community engagement to support student learning with a Community Engagement team meeting each fortnight in 2018. The school plan continues to be at the core of continuous improvement with the school's vision and strategic direction evident in staff PDPs and school activities. In 2018, staff other than executive will be encouraged and supported to participate in school planning activities, particularly the monitoring of milestones and self-assessment. School resources are managed strategically to improve outcomes and school systems and processes are streamlined and flexible to support parental engagement and satisfaction. The Community Engagement team and broader use of social media will facilitate community feedback and communication in 2018.

Our self-assessment 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

Student engagement and attainment are achieved through positive relationships and outstanding teaching.

Purpose

To support our students to be confident, resilient learners. The school community is committed to building positive relationships and the use of evidence-based strategies to support learning and achievement.

Overall summary of progress

Well developed and regularly reviewed policies, programs and processes are used to identify, address and monitor student learning needs. A strong Learning Support Team (LST) meets regularly with well understood, effective processes used to plan targeted interventions for students. Student attendance has continued to improve, particularly the truancy reports— 683 reports in 2017 compared to 1782 reports in 2013. Positive Behaviour for Success(PBS) continued to evolve in 2017, supporting positive, respectful relationships across the school. A new leader was appointed and amongst the many successes was an improvement to the assembly structure with the PBS lesson delivered each week to the whole school. The feedback from staff and students strongly supports this improvement. Students have been supported through PBS and the implementation of the Student Wellbeing Framework to build positive relationships and actively contribute to the school and the community. The staff has been supported to promote student wellbeing through targeted professional learning, delivered through professional learning hubs aligned to PDPs.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Increasing trends in proportion of students in top two Naplan bands in reading and numeracy in Years 7 and 9. | \$6000 on Lexia & reading Plus \$10000 on Google Chromebooks | 19.5% of year 7 in top two bands in reading compared to 18.5% in SSSG 16.42% of year 7 in top two bands in numeracy compared to 20.22% in SSSG 10.24% of year 7 in top two bands in writing compared to 12.29% in SSSG 14.38% of year 9 in top two bands in reading compared to 13.44% in SSSG 20.3% of year 9 in top two bands in numeracy compared to 16.9% in SSSG 11.26% of year 9 in top two bands in writing compared to 9.67% in SSSG |
| Increasing trends in the proportion of Aboriginal students in the top two Naplan bands for reading and numeracy. | Aboriginal equity funds \$35475 | Due to small numbers of aboriginal students in each year group the trend information is not available. |
| Learning intentions are used in every classroom as evidenced by PDP observations, QTR evidence and student feedback. | | The implementation for this improvement measure has been moved back to 2018. In 2017 extensive evaluations were completed and a professional learning plan developed. A stronger plan for implementation with clear milestones has been built in to the 2018–20 school plan. |
| LST data shows evidence of impact with individual students from referral to ILP to progress reports. | | 110 students referred to LST; 19 of these referred a second time. 79 ILPs developed. Each ILP is reviewed annually. |
| PBS summary survey score improves from 53% to 75% or higher. | Positive Behaviour program \$4554 | The PBS team re-grouped in 2017. A new leader was appointed. A survey was not completed in 2017. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| PBS summary survey score improves from 53% to 75% or higher. | VIVO rewards system \$6000.00 VIVO rewards \$6000.00 | The PBS team re-grouped in 2017. A new leader was appointed. A survey was not completed in 2017. |
| Lexia and Reading Plus data shows improvements in reading scores for all students. | \$6000 for LEXIA and reading plus program | 160 students including all year 7, a selection of year 8 and support students have used Lexia in 2017. 95% of students showed improvement in their reading levels with 94 students finishing the year above the Lexia grade level. 27 students have progressed to at or above stage level. |
| School-wide feedback and reflection proformas are developed and promoted to all staff and students | | Implementation delayed to 2018. Extensive evaluations and milestone stoning completed in 2017. |

Next Steps

PBS remains a key focus in the 2018–20 school plan with an emphasis on teaching students to be responsible, respectful and fair learners. Along with Project Based Learning (PBL), students will be given explicit instruction on how to be effective and independent learners. The school is committed to ensuring that each student is known, valued and cared for through robust learning support processes and the embedding of the Student Wellbeing Framework in every classroom and playground area. PBL will be a focus in stage 4 with students engaging in projects aligned to their interests. PBL leaders will adopt a coordinated, dynamic approach to student progress and achievement, using futures-focused, innovative and evidence-based practices to promote student learning. Literacy and numeracy will be the responsibility of all teachers who will understand and explicitly teach literacy and numeracy skills in all subject areas and at all levels.

Strategic Direction 2

Our staff is reflective, collaborative and actively involved in the life of the school

Purpose

To enable our teachers to make a difference in the lives of our students. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning. They will participate in a collegial, reflective community of learners.

Overall summary of progress

Quality Teaching Rounds (QTR) continued in 2017. Staff consistently report that participation in QTR has had a positive impact on their teaching performance. Professional learning was transformed in 2017 with all staff participating in professional learning hubs and twilight sessions aligned with PDP goals. Evaluations of each professional learning opportunity provided to staff were positive with all staff participating in several hubs throughout 2017. A greater number of staff accessed leadership opportunities in 2017 through the successful leadership program. Three new executive roles have been funded, growing capacity and experience at the senior and middle school leadership levels. A number of staff led leadership projects in the school. The school contributed \$10,000 towards the Better Teachers: Better Beginnings systems leadership project that supports beginning teachers in both the Bowral and Moss Vale communities of schools. Two executive staff completed training in phase two and three of Growth Coaching, underpinning a coaching and mentoring culture to better support staff and students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| 100% of staff manages their professional learning through their PDPs and participation in professional learning hubs. | \$72716 professional learning (PL) funds | 100% of staff managed their professional learning through PDPs and participation in hubs |
| 100% of staff participates in at least two PL hubs. | | 75% of staff participated in at least 4 hubs; 100% of staff participated in at least one hub. |
| An increasing number of staff access leadership opportunities. | \$10,000 Better Teachers: Better Beginnings \$25000 for new leadership roles Leadership projects– \$10,000 | Three additional executive leadership positions have been funded and built in 2017, including a third DP and two HT positions. Several staff led leadership projects including QTR, Games and Google Apps. The school also contributed \$10,000 to the better Teachers: Better Beginnings system leadership project for the Bowral and Moss vale Communities of Schools. |
| 50% of staff participate in at least one round of QTR in 2017. | \$3138 PL funds | Two rounds were completed in 2017 with another eight teachers participating. Time has been built into the timetable in 2018 to support more rounds with more staff involved. QTR remains a high priority in the 2018–20 school plan. |
| 5–10 staff undertake Introduction to Growth Coaching training in 2017 and 2 executive staff complete Phase 2 and 3. | \$8000 PL | 2 executive staff completed phase 2 and 3 Growth coaching in 2017 2 staff trained in Introduction to Growth coaching |

Next Steps

In 2018, all staff will continue to participate in PL hubs and twilight sessions in PL aligned with their PDPs. Professional learning will be targeted to school priorities and the needs of students. Teachers will work collaboratively to evaluate, share and discuss learning from targeted professional learning with other staff in the school, reflecting on how professional learning can be embedded into their teaching practice. Coaching and mentoring will continue to be developed to improve teaching and develop aspiring leaders. Data analysis, literacy and use in teaching and planning

will be prioritised in the 2018–20 school plan. Supporting teachers to use data effectively to improve student learning will be provided through a range of professional learning opportunities. Feedback will also be a key process in the school plan with the expectation that all teachers provide explicit, specific and timely formative feedback related to defined success criteria.

Strategic Direction 3

Our school community is inclusive and models respect, responsibility and fairness.

Purpose

To build an educational community that supports effective partnerships to develop a solutions-based focus and provide exceptional learning opportunities for all.

Overall summary of progress

In 2017, parent involvement in the school was enhanced through participation in information days, parent workshops and school celebrations. The membership of the school facebook page grew, providing regular communication with parents and opportunities to provide feedback on school processes. A culture of success has been supported through school promotion using local media, social media, newsletters and the website. PBS and the VIVO reward system are well supported by the community. A strong partnership with community groups including Aboriginal parents and organisations continued to be strengthened through regular celebrations, meetings, professional learning and student activities. Weekly careers information sessions- 'What's Up Wednesday' were well attended by students. Strong community partnerships were sustained in 2017 through participation in community events and forums, including ANZAC marches, NAIDOC celebrations, Bradman Foundation, Breakfast Club and sporting organisations.

The P&C has been successful in winning a grant from the NSW state government for almost \$40,000 to complete more upgrades to the school hall. The plan is to improve the hall and promote it to the local community as a venue for community events and for hire. This will strengthen community engagement.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| 20% or more participation in one or more organised parent activities such as: parent teacher night, 7BBQ, Information sessions, carnivals and sports, Performing Arts nights, P&C membership. | Information evenings- \$400 NAIDOC celebrations- \$1500 PBS assemblies- prizes and awards. \$5000 | In term 2, students participated in the Narragunnawali song and dance workshops, learning traditional local dances that were performed at the NAIDOC celebrations. Aboriginal students also learnt about local Aboriginal languages and culture supported by a local elder. Several successful community events were held throughout the year including performing arts nights. The school supports local ANZAC marches each year and in 2017 a BHS student leader gave the student address at the Bowral march. |
| 20% or more parents access communication tools such as: Facebook (400 Likes), App, Southern Highlands News, website, newsletter, Edval SMS, noticeboard, assemblies, presentation night. | Facebook management-\$1500 Vivo rewards- \$6000 Promotion in local media-\$8000 | The school app and Facebook pages are well supported by parents and the community. The total Facebook followers increased by 161% in 2017. Total post reach increased by 86% to 3880 people. 1046 people 'liked' the page by the end of 2017. Several articles and advertisements were placed in local newspapers promoting school activities and successes. A new uniform shop tender was issued in 2017. Several improvements made to the canteen and implementation of the Healthy Canteen strategy. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| 100% existing partnerships are sustained such as: Cambodia, ANZAC parade, Breakfast Club (Rotary), VIVO, UOW, workplace/work experience providers, Aboriginal Community, PBS Day and new partnerships are developed. | Aboriginal programs \$4000 Breakfast Club supported by Interact and fundraising | 2017 was another successful year for work experience students. All students in year 10 were placed with strong positive feedback from businesses and employers. The breakfast club continued to be supported by Rotary and other local clubs. It operates two mornings a week serving a nourishing breakfast to a large number of students. |
| The hall and school facilities are increasingly used by the community. | \$15,000 Community Consultation | The school hall received extensive upgrades to enhance it as a resource for the school and the local community. Improvements to sound, lighting and AV were made. It is used by a number of local groups for clubs, events and celebrations. The grant from the state government Community Building program will fund further improvements to the space in 2018 promoting its availability as a community resource. |
| Phone surveys are conducted to assess parent and community satisfaction. | \$5000 Community Consultation | The Tell Them from me surveys were used in 2017. |

Next Steps

In 2018, a Community Engagement team will be established to plan strong and authentic engagement with parents and the community. The team will use a range of tools to survey and elicit feedback. Focus groups of students, staff and parents will be convened to measure school community satisfaction and to deepen understanding of quantitative data and evidence.. The local community will be encouraged to engage with the school through flexible use of school facilities and participation in school events. Management processes and practices will be responsive to school and community feedback. Physical spaces will be used flexibly to meet a broad range of student learning interests and needs. Technology will continue to be used effectively to enhance learning and service delivery.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|---|---|
| Aboriginal background loading | Teacher for Aboriginal Support \$35475 | <p>All students have a Personalised Learning Plan negotiated with families and a chrome book to access LEXIA and Reading Plus.</p> <p>A teacher was employed three days a week and supported by a chaplain/ youth worker to support academic and emotional aspects of students wellbeing.</p> <p>Community involvement has led to a mural planning activity with a local artist.</p> <p>Grant for \$5000 applied for from Indigenous Advancement Strategy awarded for the mural.</p> <p>The school continued to support Aboriginal students through the appointment of an Aboriginal Support staff member and through a number of excursions and camps led by an on country Gundungurra year 12 student and local elders.</p> <p>NAIDOC week culminated with an assembly led by an ex-student who is now an Aboriginal poet and artist, Kirli Saunders.</p> <p>Bowral High School only had 5 Aboriginal students in Years 7 and 9 and therefore NAPLAN data could not be sampled.</p> |
| English language proficiency | \$3780 Equity English language proficiency | Students were supported through the LST by the LaSt with additional help supplied for students with English as a Second Language. |
| Low level adjustment for disability | <p>LaST teacher plus full time teacher in Supported Learning Centre– \$172676</p> <p>Chaplain/youth worker four days \$12862. topping up \$20,000 Chaplaincy funds</p> <p>SLSO top up \$22000.</p> <p>Distance Education HUB SLSO \$18,500</p> <p>Distance Education Room Hire \$1000</p> | <p>Attendance monitor back-filled to follow up on absenteeism with HSLO and Police Liaison Officer. Attendance steady at 90%</p> <p>Supported Learning Centre (SLC) open five days managed by a full-time English teacher. Students with a range of learning and wellbeing needs are supported.</p> <p>Learning Support Team processes improved.</p> <p>110 referrals made by 38/60 staff.</p> <p>A full-time school chaplain employed to support student wellbeing and aboriginal students.</p> |
| Socio-economic background | <p>TSO Computer allowance – General Clerk Grade \$61,000</p> <p>Additional SLSO–\$2000</p> <p>Chrome-books \$10093 from RAM support.</p> <p>Additional time for teachers \$6000</p> <p>Student Assistance– \$3000</p> | <p>A fulltime computer co-ordinator is employed to support student and staff technology systems.</p> <p>teachers have continued to be professionally developed in the use of Google Apps.</p> <p>A teacher has qualified as Google trainer to lead professional learning.</p> <p>Bring Your Own Device (BYOD) program replaced by a school technology equity initiative with class sets of chrome books being rolled out to faculties.</p> |

| | | |
|--|---|--|
| <p>Socio-economic background</p> | <p>Leadership projects– \$20,000</p> <p>Building and equipment maintenance; \$20000</p> <p>\$7000– LEXIA and Reading Plus .</p> <p>Leadership initiatives including third DP. . \$12000</p> <p>\$10,000 grant to support Bowral and Moss Vale Better Teachers: Better Beginnings system leadership project.</p> | <p>Three year plan for technology in classrooms developed and implemented.</p> <p>Student wellbeing supported through the employment of a full time school chaplain.</p> <p>A range of leadership initiatives distribute leadership across the school building capacity for now and in the future.</p> <p>New and beginning teachers supported with professional development and accreditation through the Better Teachers; Better Beginnings project. Partnerships with local primary schools strengthened.</p> |
| <p>Support for beginning teachers</p> | <p>Head Teacher Beginning Teacher \$18000</p> <p>Professional learning for beginning teachers– \$40,000</p> | <p>School funded leadership position supporting beginning teachers and mentoring.</p> <p>Mentor relationships established through regular meetings and feedback sessions led by HT Beginning Teacher.</p> <p>100% Beginning Teachers satisfied with level of support afforded to them through timetabled relief.</p> <p>In 2018 a substantive Head Teacher T&L will be appointed to oversee professional learning for all staff, support accreditation and beginning teachers.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 452 | 446 | 434 | 446 |
| Girls | 399 | 403 | 419 | 413 |

Enrolments remained steady in 2017. The pattern of more boys than girls enrolling in each year continued.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 92.1 | 96.4 | 93 | 92.2 |
| 8 | 91 | 94.2 | 91.8 | 88.7 |
| 9 | 87.6 | 90.9 | 87 | 90.4 |
| 10 | 87.7 | 93.6 | 89.8 | 89 |
| 11 | 88.4 | 91 | 90.7 | 89 |
| 12 | 93.6 | 92.4 | 92.1 | 91.5 |
| All Years | 89.7 | 93.2 | 90.7 | 90 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 93.3 | 92.7 | 92.8 | 92.7 |
| 8 | 91.1 | 90.6 | 90.5 | 90.5 |
| 9 | 89.7 | 89.3 | 89.1 | 89.1 |
| 10 | 88.1 | 87.7 | 87.6 | 87.3 |
| 11 | 88.8 | 88.2 | 88.2 | 88.2 |
| 12 | 90.3 | 89.9 | 90.1 | 90.1 |
| All Years | 90.2 | 89.7 | 89.7 | 89.6 |

Management of non-attendance

Attendance remains a priority at Bowral High School and is still just above the state average. A staff member has been appointed to monitor attendance and truancy. Truancy reports have dropped significantly since 2013, supported by period by period roll-marking. The Careers Advisor works closely with students in years 10, 11 and 12 to support post school pathways. The Learning Support Team closely monitors attendance ensuring that early identification and actions are implemented to support wellbeing and learning.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 2 | 3.5 |
| Employment | 9 | 14 | 28 |
| TAFE entry | 6 | 4 | 6 |
| University Entry | 0 | 0 | 14 |
| Other | 5 | 3 | 4 |
| Unknown | 0 | 2 | 3.5 |

51% of school leavers went onto further employment – 34% gained apprenticeships or traineeships, 6% intended to work through a gap year before taking up further studies, either at University or TAFE in 2019.

Further studies at TAFE or other Registered Training Organisations encompassed Career Preparation as a Year 10 equivalent, Business Services, Youth Work, Agriculture, Fitness, Animal Studies (including Veterinary Nursing and Equine Studies), Childcare, Enrolled Nursing, Event Management, and Real Estate.

Students took up apprenticeship/traineeship opportunities in traditional building trades, automotive, heavy vehicle, business administration, finance, real estate, hair and beauty, hospitality and retail.

University degrees to be commenced in 2018 included Health, Education, Fine Arts, Nursing, History, Paramedics, Business and Commerce, Exercise Science, Nutrition, Creative Writing, Engineering, Information Technology, Pre-Medicine and Law.

Other post school destinations incorporated study at Registered Training Organisations other than TAFE and enlistment in the Australian Defence Force.

Year 12 students undertaking vocational or trade training

42% of Year 12 students undertook a vocational education and training (VET) course at school – Business Services, Entertainment Industry, and/or Hospitality (Food and Beverage).

In addition to this, a further 7% studied a VET course outside school as part of their HSC program of study. These courses included Animal Studies, Childcare, Automotive, Information Technology, and Human Services (Assistant in Nursing).

Year 12 students attaining HSC or equivalent vocational education qualification

98% of Year 12 students who sat one or more HSC examinations attained their HSC.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 10 |
| Classroom Teacher(s) | 45.4 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 1.7 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 14.88 |
| Other Positions | 1 |

*Full Time Equivalent

87 full time staff worked at Bowral High School in 2016 supported by a strong team of temporary and casual staff. Overall, there are twice as many females on the staff compared to males although in the 25–35 age bracket there are more males than females. The number of staff aged in the 25–34 age bracket is growing.

Bowral High School had no Aboriginal staff in 2017.

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 | 25 |

Professional learning and teacher accreditation

Professional learning at Bowral High School in 2017 has focused on re-engaging staff with the need for continual reflection of practice and explicitly targeting areas of need. The staff has engaged with the

Professional Development Framework (PDF), developing professional goals aligned with the school plan and the Australian Professional Standards for Teachers. These goals were utilised to form Professional Learning Communities (PLC) focused on improving educational outcomes for all students. During the year, staff attended a minimum of four twilight professional learning sessions aimed directly at meeting the needs of their individual professional learning plans. A number of these sessions were targeted to the development of new stage 6 teaching programs in English, Science, HSIE and Mathematics to be implemented in 2018. The evaluation of PL showed that 98% of staff believed that it was a successful model and met their needs. The model will be used again in 2018.

The total expenditure of Professional Learning in 2017 was \$85, 552.65 which is an average of \$1204.95 per staff member (teaching + SLSO). BHS staff completed 3 Staff Development Days focusing on:

- school improvement working parties
- supporting students with disabilities
- using data to improve practice
- integration of Google Apps for Education.

Further to the internal professional learning provided at BHS, staff attended a number of external professional learning opportunities including subject-specific events such as the NSW English teachers conference and the HSC visual arts markers conference. Beginning teachers were supported with an additional \$26857.36 with an average of \$4476.23 per teacher. Through this funding, teachers were provided with additional targeted PL and access to a mentor to improve their practice. Further to this funding, they received a reduced teaching load through the employment of casual teaching staff. Two beginning teachers submitted their proficient teacher reports to demonstrate their ability to meet the Australian Professional Standards for Teachers at the proficient level and were both accredited to this level. three staff maintained proficient accreditation demonstrating their commitment to achieving at or above the proficient standard. At the completion of 2017, there were 35 permanent/ temporary new scheme teachers employed at BHS, of which 33 teachers were accredited at the proficient level with 2 accredited at the provisional level.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

The balance carried forward is higher than the 2016 balance because the school transitioned to the SALM

and SAP platforms mid-year.

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 293,929 |
| Global funds | 434,028 |
| Tied funds | 370,009 |
| School & community sources | 224,749 |
| Interest | 4,811 |
| Trust receipts | 4,491 |
| Canteen | 0 |
| Total Receipts | 1,038,088 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 105,750 |
| Excursions | 107,646 |
| Extracurricular dissections | 118,774 |
| Library | 7,890 |
| Training & Development | 1,935 |
| Tied Funds Payments | 224,276 |
| Short Term Relief | 106,453 |
| Administration & Office | 90,016 |
| Canteen Payments | 0 |
| Utilities | 86,769 |
| Maintenance | 46,377 |
| Trust Payments | 4,216 |
| Capital Programs | 22,285 |
| Total Payments | 922,386 |
| Balance carried forward | 409,630 |

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.

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 1,207,448 |
| Appropriation | 1,041,761 |
| Sale of Goods and Services | 15,047 |
| Grants and Contributions | 150,123 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 517 |
| Expenses | -627,183 |
| Recurrent Expenses | -627,183 |
| Employee Related | -247,165 |
| Operating Expenses | -380,019 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 580,265 |
| Balance Carried Forward | 580,265 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The finance team met regularly throughout 2017 to monitor and plan expenditure. The principal and co-principal, along with the SAM and a SAO participated in extensive training in the use of SALM and SAP platforms. Accurate financial records were maintained at the school and the school uploaded the EPFT as required.

Spending in school sport was less than previous years because the school did not participate in any paid sports. Expenditure on excursions was also not as high as 2016 because the Cambodia trip was not held this year.

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 7,413,540 |
| Base Per Capita | 134,961 |
| Base Location | 10,338 |
| Other Base | 7,268,241 |
| Equity Total | 541,116 |
| Equity Aboriginal | 35,473 |
| Equity Socio economic | 261,879 |
| Equity Language | 3,780 |
| Equity Disability | 239,985 |
| Targeted Total | 898,877 |
| Other Total | 108,003 |
| Grand Total | 8,961,537 |

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.

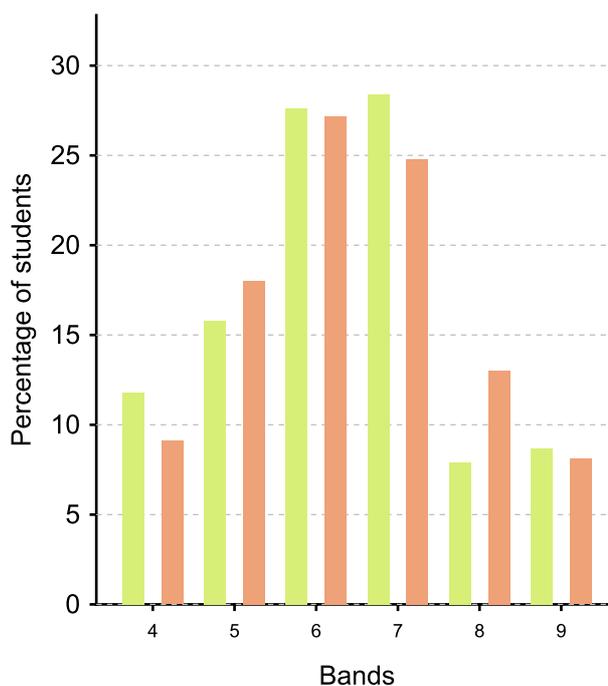
School performance

NAPLAN

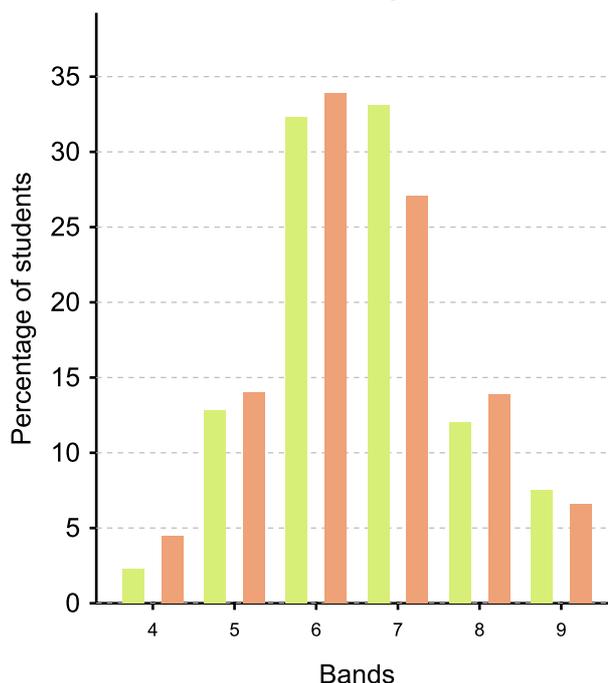
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The graphs for the literacy results show achievement levels that are generally consistent with school averages over the previous three years. Year 7 students used Lexia during semester 1 to improve reading achievement and those students in the lower reading and writing bands were supported by intensive literacy support during term 4. Year 9 students who achieved below the minimum standard level of band 8 in writing and reading have been identified and teachers have been providing them with targeted support.

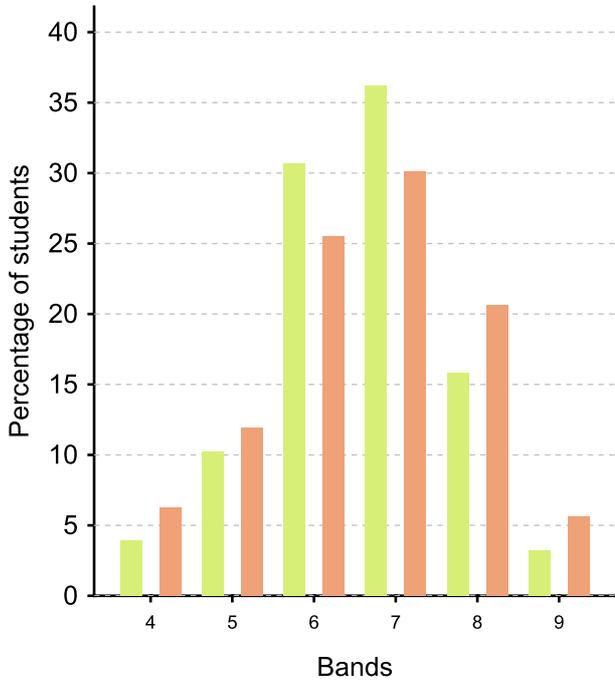
Percentage in bands:
Year 7 Grammar & Punctuation



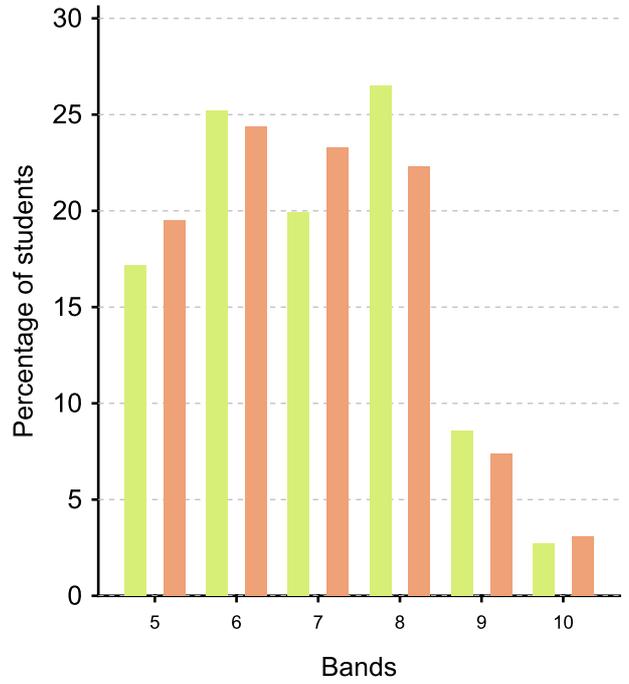
Percentage in bands:
Year 7 Reading



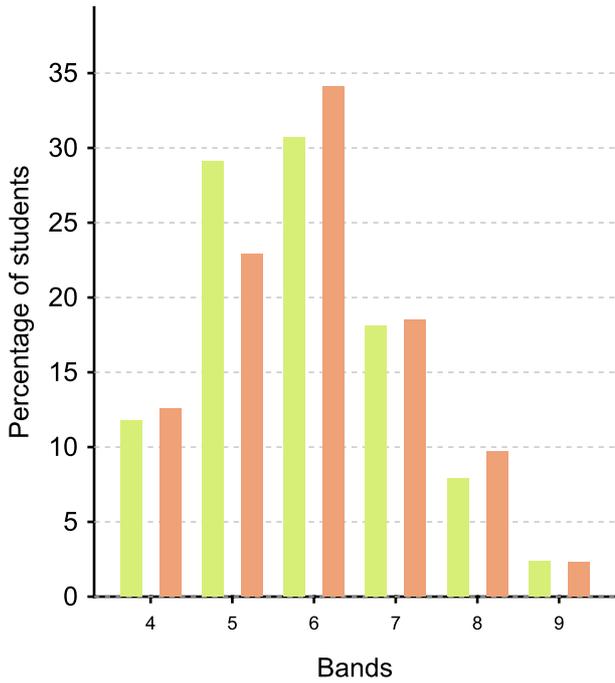
Percentage in bands:
Year 7 Spelling



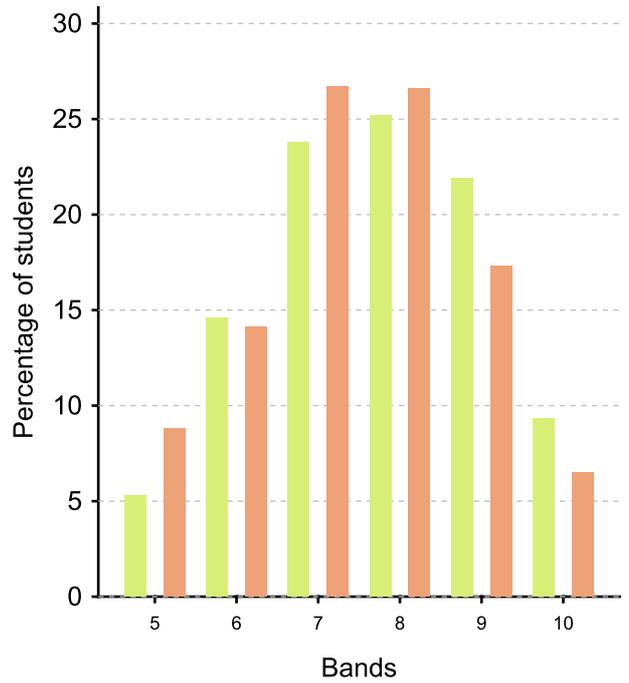
Percentage in bands:
Year 9 Writing



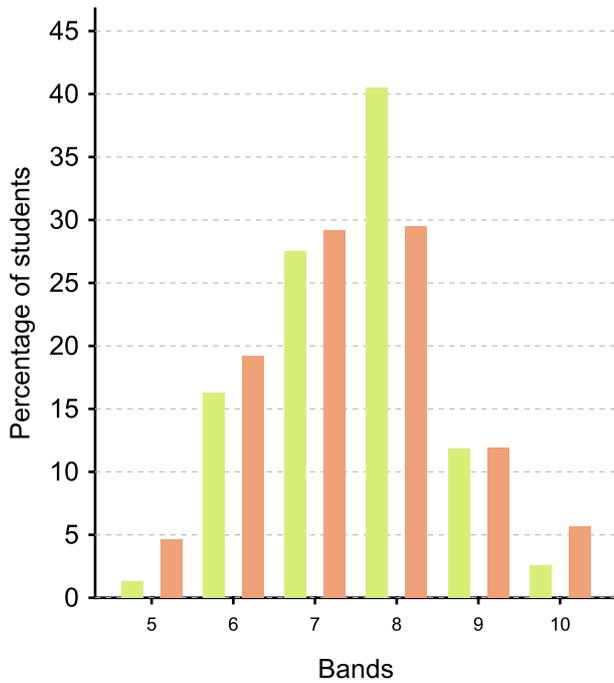
Percentage in bands:
Year 7 Writing



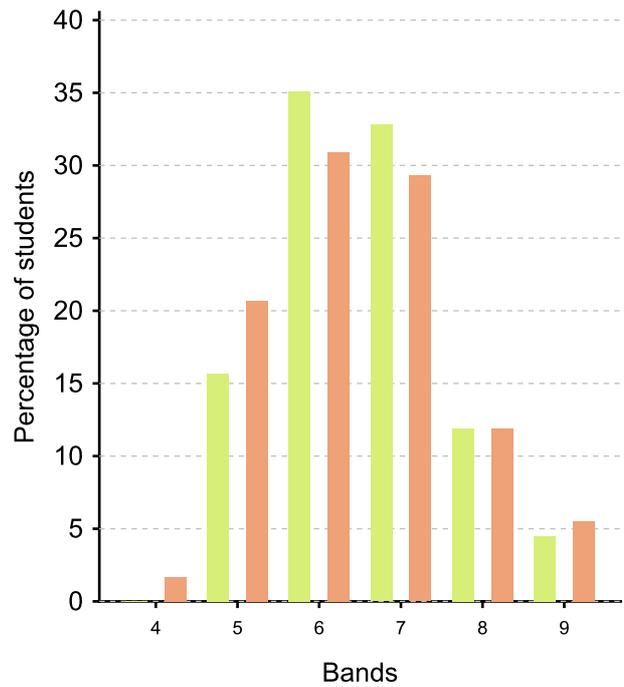
Percentage in bands:
Year 9 Spelling



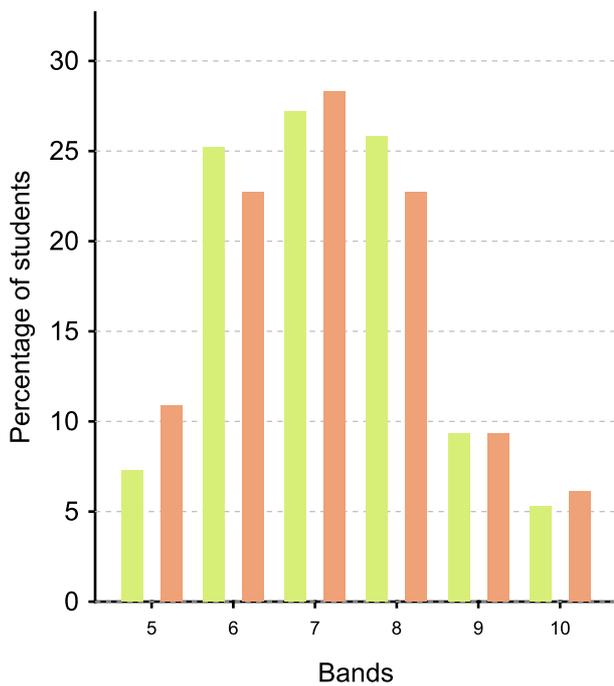
Percentage in bands:
Year 9 Reading



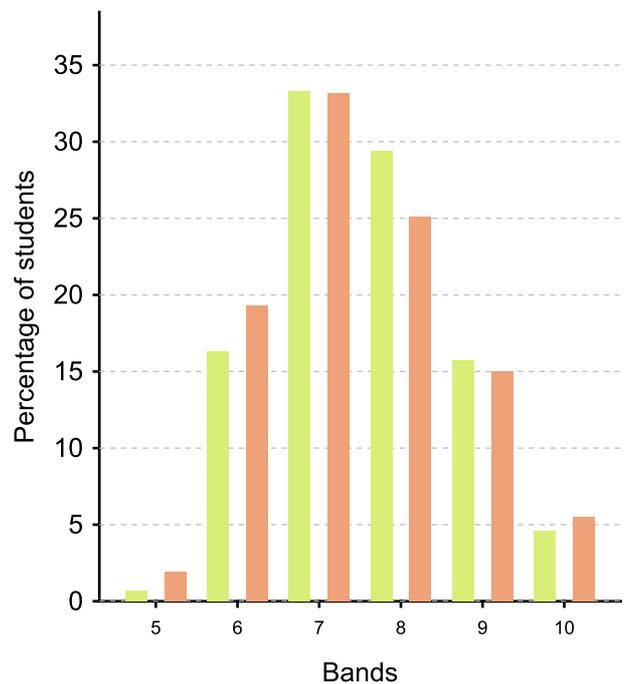
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



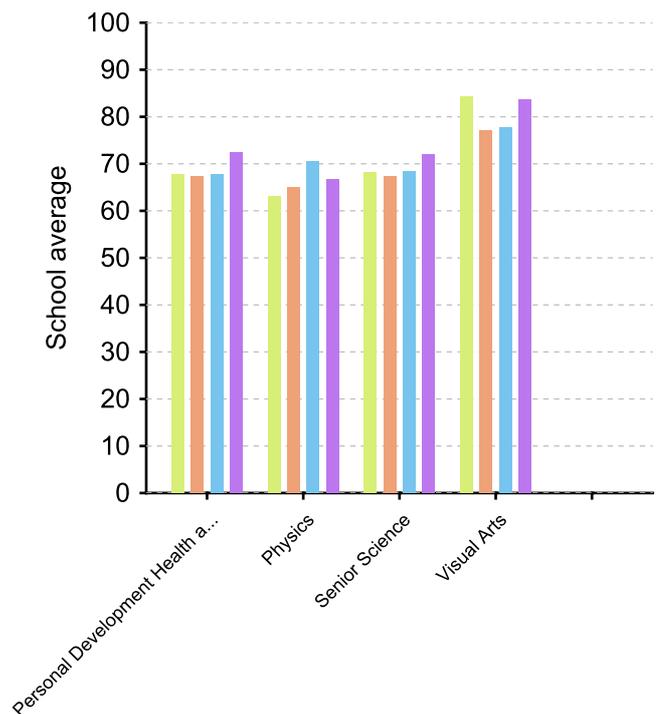
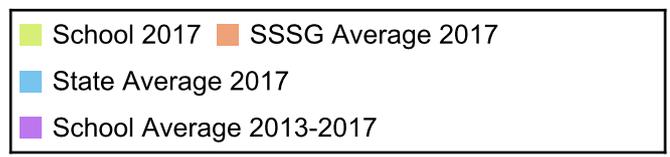
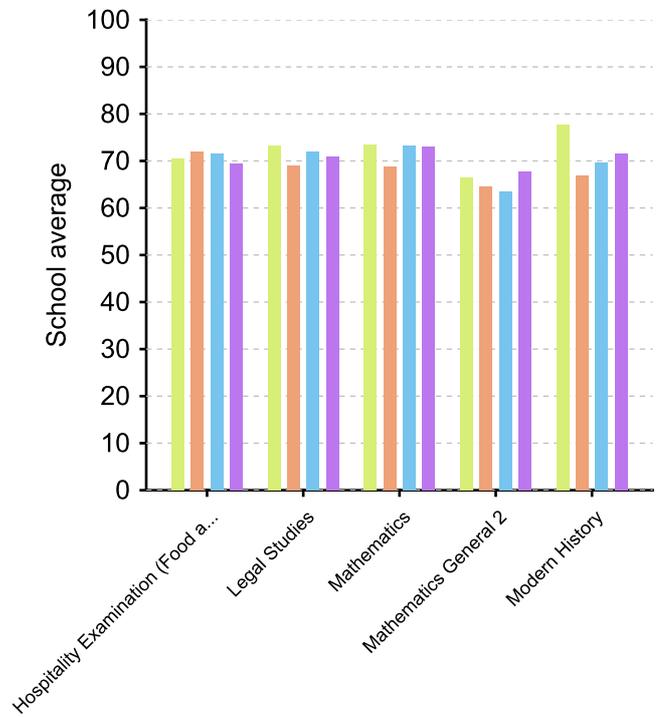
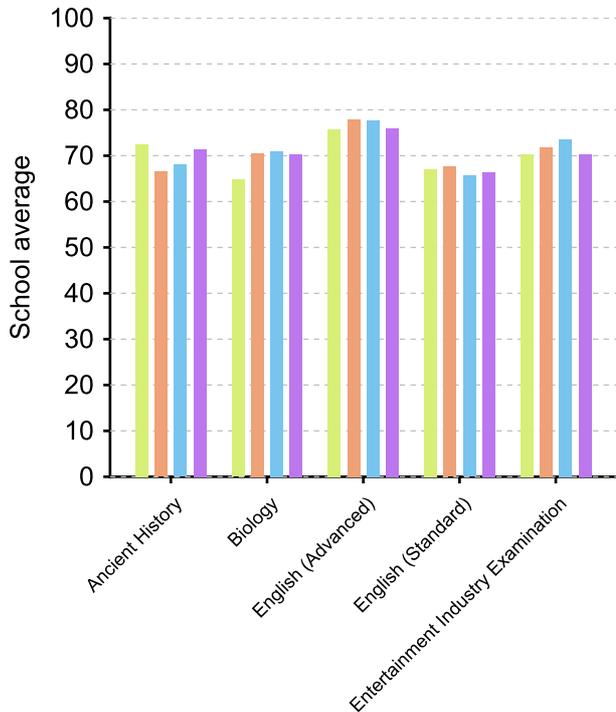
The data for numeracy achievement is also generally consistent with school averages. Students in year 9 who achieved below the minimum band 8 standard have been identified and their teachers are working with students to address issues. A greater number of students in year 9 than average achieved at or above band 8.

Bowral High School is committed to supporting every child to reach their full potential regardless of their circumstances. The proportion of students achieving in the top two NAPLAN bands in year 7 was 19.5% in 2017, higher than similar school groups. In year 9 it was 17.7%, again marginally higher than similar school groups. The number of Aboriginal students in both

years 7 and 9 were too low to record any statistical data. In 2018, students in year 7 will have 20 minutes each day to work with Lexia to improve their literacy skills. Targeted students will also be supported in 2018 Lexia and the LaST.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The graphs show strong performances in Ancient History, Modern History and Visual Arts. In each of these courses, students in 2017 performed above similar school group and state averages and also at levels similar to recent school average. Students in PDHPE, Senior Science, Legal Studies, Mathematics and Mathematics General 2 also achieved averages above similar school groups. In 2018, all HSC teachers

will engage in professional learning work–shops on the use of RAP and other data so that explicit, targeted teaching is offered to all students, along with formative feedback and detailed reporting to students and parents.

Parent/caregiver, student, teacher satisfaction

All parents were invited to participate in the Partners in Learning Parent Survey from the Tell Them From Me (TTFM) evaluations during term 4. The respondents reported that they feel welcome when they visit the school and they find the school's administrative staff to be helpful in answering questions or with problems. Parents reported that they were able to understand their child's school reports and they found school reports to be a useful tool in determining how successful their child is at school. The success of PBS was shown by parents indicating that teachers expect children to pay attention in class, that their children have a clear understanding of the schools' expectation of student behaviour and that their children feel safe at school. In 2018, a key process in the school plan will be a Community Engagement team with significant resources allocated to conduct evaluations with all stakeholders, improve school communication and promotion and elicit feedback from parents, staff and students to plan for school improvement.

Policy requirements

Aboriginal education

Bowral High School has continued to provide diverse learning opportunities for Aboriginal students through strong connections to community and culture. Links to elders and community have been fostered and opportunities for learning about country have provided Bowral High students with appropriate and meaningful cultural experiences designed to encourage attendance and improve academic outcomes and future opportunities.

Evidence of the positive impact of the programs at Bowral High School is the four Kari Scholarship winners. Each year, Aboriginal students are supported to apply for support and participate in authentic goal setting. A dedicated staff member, working three days a week supported students to develop an individual learning plan targeting student specific goals and outcomes. Community members were invited to be part of the process and goals were monitored and student achievement was celebrated.

Community consultation was sought at the beginning of the year to plan an inclusive program for Aboriginal students attending Bowral High School. This meeting was important to guide decision–making and resource allocation so that the school and community are working together. With the support of the local council and community members, students attended a series of dance and song workshops culminating in a performance on country for elders and community. During 2017, the school received an extra

\$5000 in grants which will provide financial support for an ongoing mural project closely linked to the 2017 NAIDOC theme of “Our Languages Matter”. Wiradjuri man and artist, Peter Swain, will facilitate the mural project which will promote reconciliation at Bowral High School, both now and in the future.

Bowral High School alumnus and Aboriginal woman, Kirli Saunders was a guest at the 2017 NAIDOC Day celebration and together with the whole school community, Aboriginal students celebrated Aboriginal culture and resilience. Aboriginal students led the NAIDOC assembly which was well received by the school and local community. A group of fifteen students attended four language workshops on country at the Mittagong Aboriginal cultural centre. The workshop was conducted by Gundungurra elders, Aunty Val and Aunty Annie. The students benefitted from contact with community members and importantly, built connections to the community centre and local elders.

Professional learning on Aboriginal perspectives for all the staff was delivered during 2017 and further registered professional development opportunities are available to staff in 2018. Six teachers will participate in a 10 hour cultural awareness program in 2018 designed to facilitate improved understanding amongst non–Aboriginal staff of the specific challenges faced by Aboriginal students. Students continued to deliver the acknowledgement of country at all assemblies and formal events. This continues to be an important opportunity for students to develop public speaking skills and publicly take pride in their heritage and culture.

Multicultural and anti-racism education

An anti–racism officer (ARCO) was nominated by staff and trained in 2017, working with students and staff to address issues relating to racism and discrimination.

At the start of 2017, the bi–annual trip to South east Asia by a group of more than 25 students and staff took place. The group experienced life in disadvantaged and remote villages in South east Asia, spending time living with the villagers of Peak Sneng in rural Cambodia. The experiences and lessons provided to students by this excursion are well documented through the feedback provided by students, staff and parents. Students report that they gain a deep appreciation and understanding of how people live in the countries visited and they always return valuing their lives and opportunities as young Australian citizens.

In 2017, a group of twelve students from Guangzhou District in southern China visited Bowral High School on a ten day cultural exchange. The purpose of the exchange for the Chinese students was to experience Australian culture and to practise conversational English. The students and staff were all billeted with Bowral High School students and staff. A range of activities were offered to the group including excursions to iconic Australian places such as the Blue Mountains, Wombeyan Caves and the ACT. They also participated in lessons in classrooms and extracurricular areas. The benefit of this exchange to our students was enormous.

They all valued spending time with their Chinese peers. The Chinese students and staff thoroughly enjoyed their time at Bowral High School and in Australia and definitely want to return.

Other school programs

ANZAC services

In 2017 Bowral High School students supported a range of community ANZAC services. The highlight was the student speech given by two Bowral High School captains: Peter Sullivan and Camille Benson at the Bowral service. Duncan Reay played the last post and Reveille at the Mittagong service.

The letter below was received by the principal just after ANZAC Day.

“Dear Ms Paviour, What a wonderful school Bowral High School must be to produce such great representatives who spoke at ANZAC Day in Bowral. My husband is a RAN officer and I am a teacher and we were completely enthralled with their presentations. Peter and Camille were outstanding. Peter was articulate and well researched, while Camille provided a warm personal insight into her own family situation. Their addresses were well presented, eloquent and heart-felt. They kept the audience captivated and engaged. We both think that the students were a credit to your school and as they say, “showcased the face of public education”. Congratulations to all involved.

Kind regards, Commander Peter and Mrs Lesley Watson.

Breakfast Club

Both initiatives continued in 2017. A large number of students regularly access the Breakfast program that operates two mornings a week and is supported by local clubs and organisations, including Bowral–Mittagong Rotary, Bowral CWA and Probus. Students are offered a cooked breakfast as well as fruit, cereals and toast.