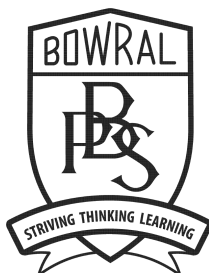


# Bowral Public School

## Annual Report



2018



1335

## Introduction

The Annual Report for **2018** 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.

### School contact details

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4861 1086

### Message from the Principal

2018 has seen significant progress and achievement across our school as we strive to recognise our school vision and strategic directions in achieving school excellence.

Through the implementation of quality learning programs, embedded in quality teaching practices, our students have engaged in learning experiences that have challenged understanding, nurtured success and fostered a passion for learning. I proudly congratulate all our students for their continued hard work and effort towards achieving their best results at all times.

In 2018, our school has continued to grow welcoming many new students and families to our school. We have a strong reputation within our school community and we pride ourselves on the positive partnerships we have built between home and school. We welcome and value parent input and support and pride ourselves on the establishment of strong parent participation within classrooms and across the school.

2018 has marked a vast change in school leadership. I would like to acknowledge the dedication and wonderful foundation that Mrs Wendy Buckley has lead over the past nine years of her principalship here at Bowral Public School.

Her hard work and commitment to the education of our students was outstanding. As the newly appointed substantive principal of Bowral Public School, I welcome the appointment of Mrs Joanne Curran as Deputy Principal, Mrs Eva Canute and Mrs Sharyn Moule as Assistant Principals and Mrs Sharon Pecanac as School Administration Manager. The vibrance, enthusiasm, skills and expertise these school leaders bring to our school is highly valued and welcomed.

I would like to thank my staff for their determined efforts in providing a quality education for our students and for continuing to support, encourage and nurture the development of a positive learning culture for each and every child at Bowral Public School. I would also like to thank my executive staff, Mrs Curran, Mrs Lawrence, Mrs Ayling, Mrs Jacobs, Mr Cayzer and Mrs Canute for their continued dedication and commitment in leading teams to ensure quality outcomes are achieved for all students.

Thank you to Mrs Nicole Smith and the School Council for their wonderful support in school governance, and to Mrs Averil Cutroni, our P&C president and our P&C who have worked tirelessly to raise funds to enhance our school resources and equipment.

Regards

Gary Graham

## School background

### School vision statement

Bowral Public School is committed to providing rich educational experiences where engagement, learning and emotional wellbeing are fostered through challenging programs in a nurturing, supportive and creative learning environment. Our aim is for all students to become active, resilient, confident participants within our ever-changing world. Our students are guided to meet their full potential by passionate, professional staff and supported by strong parent and community partnerships.

*'Life isn't fair, but good teaching and good schools are the best means we have of overcoming disadvantage and opening the doors of opportunity for young people'* (Steve Dinham: Improving the Quality of Teaching in Australia 2011)

In summary, our vision, consistent with the Melbourne Declaration, is to promote the success of our students through quality teaching and inspired learning, underpinned by inclusive wellbeing practices.

### School context

Bowral Public School strives to be a leading primary school in the Southern Highlands. Our profile has continued to be raised due to our exemplary and unique programs. We are recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

The school's prime purpose, emphasised by its motto: "*Striving, Thinking, Learning*", is modelled through the commitment of teachers and parents, in the provision of quality learning opportunities, enabling students to perform to the best of their abilities. We proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations. Our staff recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. Student success in academic, sporting, cultural and social activities is celebrated by the school community.

Anticipated enrolment for 2018 is 600 students, including a small number of Aboriginal students and 10% of students from a non-English speaking background. The school provides a happy, safe and tolerant learning environment for its students. Students are encouraged to develop the values, skills and attitudes to ensure they can make a valuable contribution to their current community and the society they will shape in the future.

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

In 2016 a comprehensive building program was completed, complementing our existing heritage site, ensuring our students have modern and up to date facilities to support their learning.

## 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.

We are very proud of our achievements and progress as we continue to lead student growth through the identified processes across all three strategic directions. Our emphasis on building teacher capacity to deliver high quality learning experiences that engage our students is embedded in research and a vast discipline on enhancing collaborative practices across the school. Our school plan milestones incorporate rigorous evaluation which focuses on the collection of quality evidence and ongoing reflection using the School Excellence Framework. Following ongoing consultation with our stakeholders, the school has reviewed our three school plan to ensure our vision for school improvement is sharply focused on achieving school excellence.

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

Quality Learning: Provision of quality learning experiences, responsive to the needs of all students.

### Purpose

Our purpose is to provide a differentiated learning environment that promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner and take responsibility for their ongoing learning. Student learning, with a focus on literacy and numeracy, is underpinned by quality teaching as we engage students in rich, purposeful learning experiences and apply evidence-based teaching strategies. Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

### Overall summary of progress

Differentiated lessons are provided by all teachers and the majority of students have achieved at or above expected growth as determined by external measures.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student growth as demonstrated in aggregate data including NAPLAN is achieved through a differentiated approach in classroom programs.	Professional Learning \$36210.00	Survey of teaching practice has shown that 58% of teachers are consistently differentiating programs in their classrooms.  Students recording at or above expected growth in numeracy 47.8% & 55.4% in literacy. 42.73% students in the top two bands for literacy and numeracy.  L3 data shows that 88% of students are on track at the end of Kindergarten.
Student growth data analysis is embedded into classroom practice through enhanced collaborative practice.		Teaching programs and observations show evidence of differentiation in both literacy and numeracy. Teachers are monitoring student progress through assessment data and to understand each child's educational needs.  Professional learning in differentiation increased 39% teachers' understanding. However it must be noted that with the experienced staff at Bowral Public School most teachers reported that they had a good understanding of differentiation.
Teachers demonstrate commitment and professionalism in delivering a high quality, evidence-based practice, and continually improving student learning using the Visible Learning pedagogy.		Teaching programs and observations show evidence of differentiation in both literacy and numeracy. Teachers are monitoring student progress through assessment data and to understand each child's educational needs.

### Next Steps

Professional learning in Visible Learning and Growth Coaching for all staff

Teams collaborating to use aggregated data to inform teaching to provide differentiation in all classes including Learning Progressions.

## Strategic Direction 2

Quality Teaching: Accomplished and committed staff

### Purpose

Our passionate and skilled teachers aim to inspire lifelong learning. High expectations are the focus as they teach, nurture, inspire and care for our students. We will proactively and collaboratively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant professional development, to support the ongoing delivery of data driven, innovative and explicit teaching practice (with a focus on literacy and numeracy).

### Overall summary of progress

Teachers have worked collaboratively in stage teams to provide quality differentiated learning for all students. Professional Learning throughout the year has included Implementing Differentiation in the Primary Setting, Visible Learning and developing a strong knowledge base of the strategies used in high value-added schools demonstrating what works best based on research from CESE.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have quality professional development opportunities that are aligned to and clearly reflect Australian Professional Standards for Teachers.		PDP's for teachers have been discussed, implemented and reviewed.
Use of evidence-informed pedagogy is embraced by teachers and is embedded into teaching and learning programs.	Beginning Teacher Support	All teachers have maintained accreditation.
Data strategically informs the planning, teaching and assessing cycles to be responsive to students at their point of need.	QTSS	60.44% students achieved in the top 2 bands. Teachers analysis and planning incorporates NAPLAN teaching strategies to target interventions and provide enrichment for students.
The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and classroom observation.		42.64% students achieved in the top 2 bands. Teachers analysis and planning incorporates NAPLAN teaching strategies to target interventions and provide enrichment for students.
	nil	Several teachers have begun to use aspects of visible learning in their teaching. The aspects of success criteria, learning intentions and effective feedback were part of staff professional development this year.
	nil	There is evidence that teachers are analysing data and using this information in the teacher and learning cycle.

### Next Steps

Teams will work collaboratively to analyse ongoing student assessments to provide point of need teaching and monitor student learning. Teachers will implement explicit teaching strategies and the addition of an Instructional Leader to the team in 2019 will provide effective professional learning in classrooms.



### Strategic Direction 3

Wellbeing: a planned approach

#### Purpose

Quality learning experiences, along with positive, respectful and caring relationships, underpin an aspirational learning culture which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students. Our aim is to equip all students with the necessary skills to achieve at their full personal potential and to become happy, creative, competent, responsible, resilient and independent learners. We will empower teachers to facilitate consistent wellbeing and learning support systems. The Wellbeing Framework is to be used as a tool to strengthen and address student wellbeing focusing on the key areas of '*connect, succeed and thrive*'. (Wellbeing for Schools, NSW DET)

#### Overall summary of progress

The school has reviewed all Wellbeing programs and procedures and are currently using this data to enhance Wellbeing systems to ensure currency and a focus on acknowledgement of the achievements of our students and student and community engagement with our school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Successful implementation of a centralised system to consistently record and analyse wellbeing related data.		You Can Do it program was purchased for all classes K–6 and implemented from term 2. Data shows a small decrease of in referrals to executive from the playground and 10% from classrooms.
Implementation of a strategic and planned approach to develop whole school processes that support the wellbeing of all.	nil	Welfare incidents have been recorded with greater consistency in EBS4.
The school has implemented evidence-based whole school practices, resulting in measurable improvement in wellbeing and engagement to support learning.	nil	Students were surveyed during term 1 and the results show that 8.6% of Year 4 students and 9.1% of Year 5 and 6 students felt that teachers emphasise academic skills and hold high expectations of all student to succeed.  45% of students reflected that they are have high level skills and are given tasks with a high challenge.
		K–6 students attended workshops to heighten their awareness and knowledge of bullying, child protection and Life Education.
	nil	Teaching programs show Individual Learning / Behaviour Plans are implemented and are discussed with parents.

#### Next Steps

Successful implementation of a centralised system to record student Wellbeing data.

Implementation of a Wellbeing system of positive behaviour including clear and defined levels of behaviour.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10,788.00	<p>Aboriginal SLSO was employed to support the learning of literacy and numeracy in classrooms for our Aboriginal students which has increased student engagement and achievement.</p> <p>Our Aboriginal students follow Personalised Learning Plans (PLPs) to differentiate their learning needs and build school and home relationships. The Learning Support Team monitors student progress and provides additional support to students</p>
<b>English language proficiency</b>	\$24,825.00	Specialised ESL/EALD teacher was employed to target literacy needs of students.
<b>Low level adjustment for disability</b>	\$159,710	In addition to a full-time LaST additional programs to target literacy and numeracy have been implemented.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$103,801.00	Funds have been spread across the school executive to provide in class support and team planning time.
<b>Socio-economic background</b>	\$22,340.00	Resources were purchased to enhance learning settings and new future focused furnishing was purchased for selected classrooms to increase student engagement.
<b>Support for beginning teachers</b>		Additional release time off class has been provided for our second year beginning teacher to access professional learning and compile evidence to complete accreditation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	302	305	304	303
Girls	276	298	297	288

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	95.3	96.4	93.9
1	95.5	94.4	93.7	95.7
2	95.4	94.5	94.8	95.1
3	95.3	95.5	94.2	95.2
4	94.2	94.3	95.4	95.1
5	95.3	94.8	93.6	94.8
6	93.3	94.2	92.9	93.5
All Years	94.9	94.8	94.4	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is recorded daily using EBS4 electronic data base and monitored by the class teacher and executive. The school's attendance policy clearly informs staff and parents of the legal requirements regarding attendance at school. Parents are telephoned if the student has been absent for two days or where there appears to be a pattern of absences, if necessary a letter to parents asking them to explain the absences is sent.

Parents are able to notify the school of a student's absence via the Skoolbag App which has proven a quick and easy method. Student attendance data is monitored regularly and concerns are raised with the Learning and Support Team. The School Liaison Office

assists with attendance issues when the need arises.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.05
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

No teaching staff at Bowral Public School identify as Aboriginal, however during 2018 an Aboriginal SLSO was employed to work with our Aboriginal students assisting with literacy, numeracy and Wellbeing.

### 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	0

### Professional learning and teacher accreditation

During 2018 two teachers (1 permanent and 1 temporary) at Bowral Public School successfully completed their accreditation.

Professional Learning was targeted towards quality teaching strategies to improve student outcomes, especially in literacy and numeracy. Teachers engaged in Implementing Differentiation in the Primary Setting which enhanced teaching practice to target students needs. School development days and weekly staff meetings focused professional discussions around high value added schools, analysis of student data and setting goals for future planning.

QTSS funds were utilised throughout the year enabling



school executives to mentor teaching strategies in and out of the classroom and provide time for stages to meet together to collaboratively plan.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	565,608
<b>Revenue</b>	5,019,708
Appropriation	4,719,013
Sale of Goods and Services	32,310
Grants and Contributions	259,876
Gain and Loss	0
Other Revenue	100
Investment Income	8,410
<b>Expenses</b>	-4,723,470
Recurrent Expenses	-4,723,470
Employee Related	-4,238,470
Operating Expenses	-485,000
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	296,238
<b>Balance Carried Forward</b>	861,847

The school has rolled over funding to support the development of the lower playground upgrade and concrete resurfacing. There has also been a significant amount of funding budgeted to update learning facilities and to air condition classrooms across the school in 2019.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,943,289
Base Per Capita	116,215
Base Location	7,139
Other Base	3,819,935
<b>Equity Total</b>	217,663
Equity Aboriginal	10,788
Equity Socio economic	22,340
Equity Language	24,825
Equity Disability	159,710
<b>Targeted Total</b>	124,414
<b>Other Total</b>	265,221
<b>Grand Total</b>	4,550,587

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

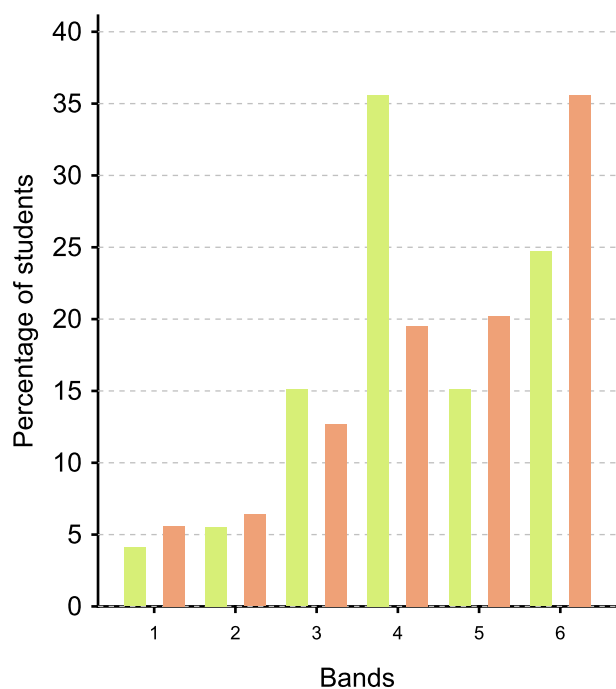
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

47.31% of Year 3 students and 37.97% of Year 5 students tested in the top two bands for literacy. This demonstrates a 5.72% decrease from the average over the past four years. Students recording at or above expected growth in literacy is 55.4%.

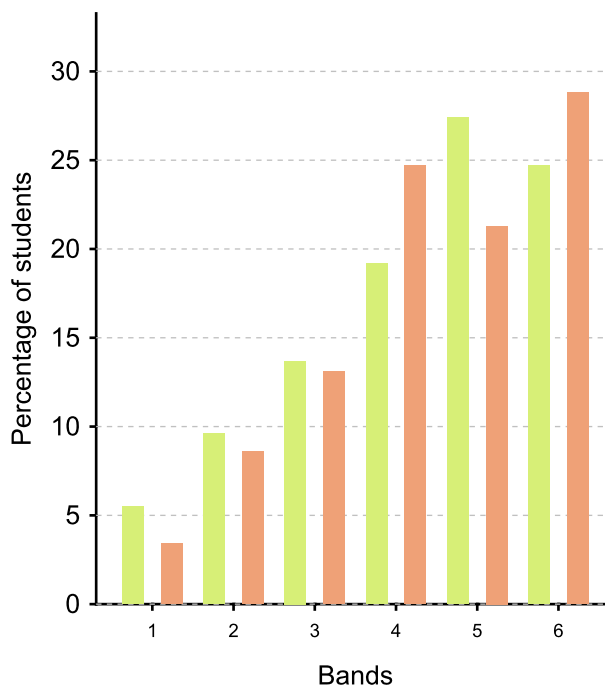
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.1	5.4	8.1	24.3	24.3	33.8
School avg 2016-2018	4.1	5.4	8.1	24.3	24.3	33.8

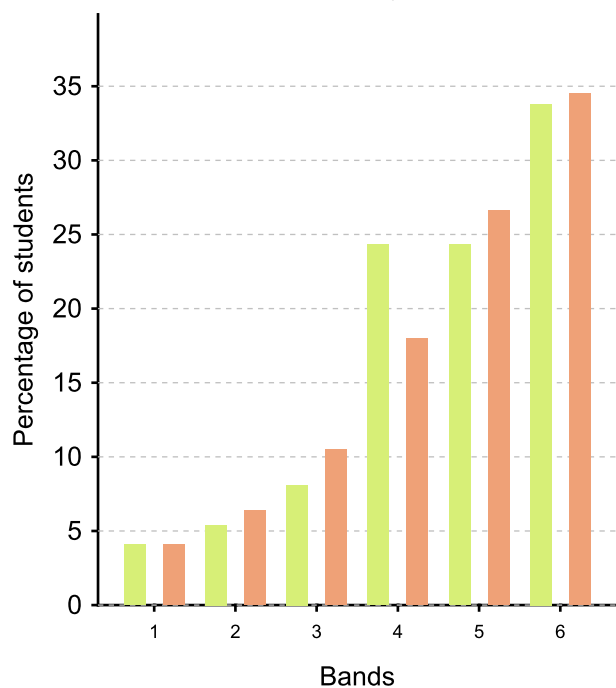
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

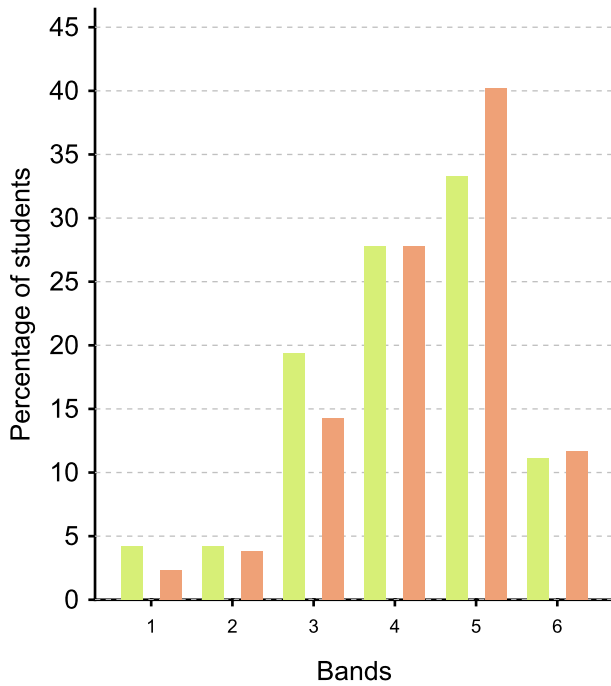
Band	1	2	3	4	5	6
Percentage of students	5.5	9.6	13.7	19.2	27.4	24.7
School avg 2016-2018	3.4	8.6	13.1	24.7	21.3	28.8

**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing

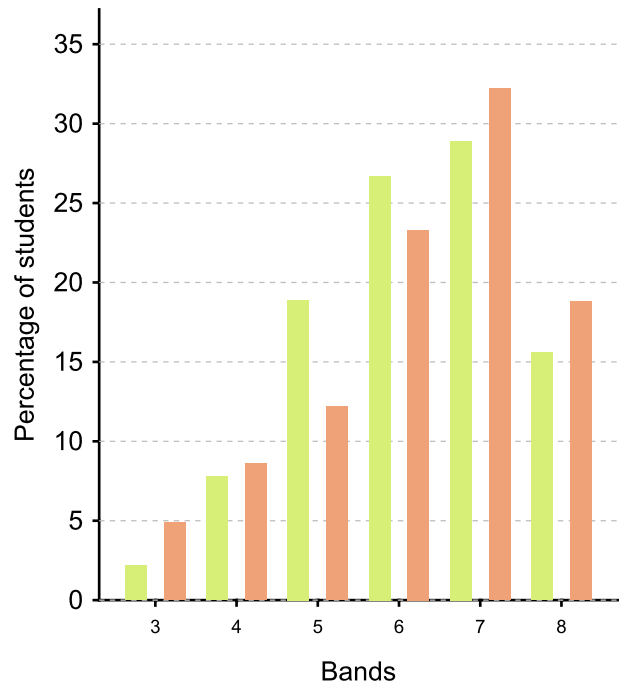


Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.2	4.2	19.4	27.8	33.3	11.1
School avg 2016-2018	2.3	3.8	14.3	27.8	40.2	11.7

Band	3	4	5	6	7	8
Percentage of students	2.2	8.8	16.5	41.8	15.4	15.4
School avg 2016-2018	5.3	8.5	14.6	31.2	20.2	20.2

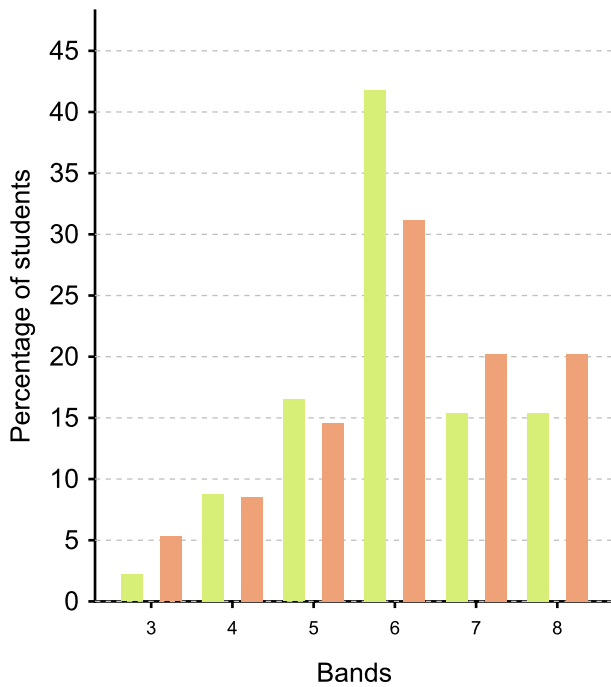
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

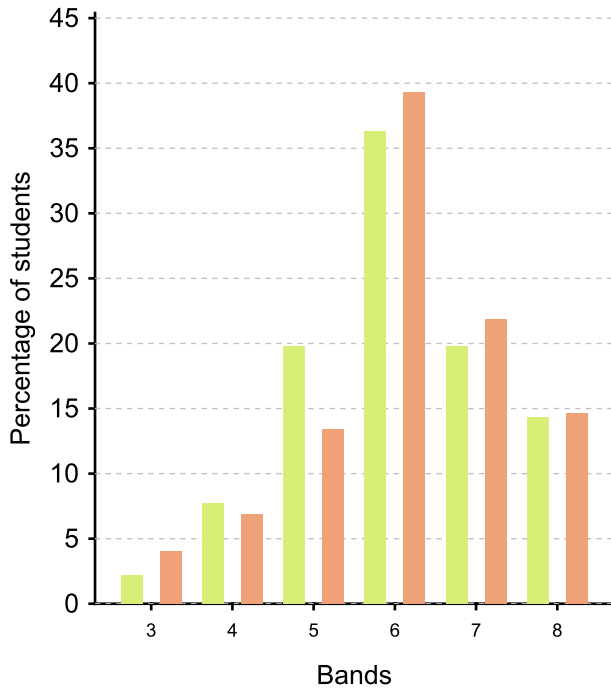
Band	3	4	5	6	7	8
Percentage of students	2.2	7.8	18.9	26.7	28.9	15.6
School avg 2016-2018	4.9	8.6	12.2	23.3	32.2	18.8

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

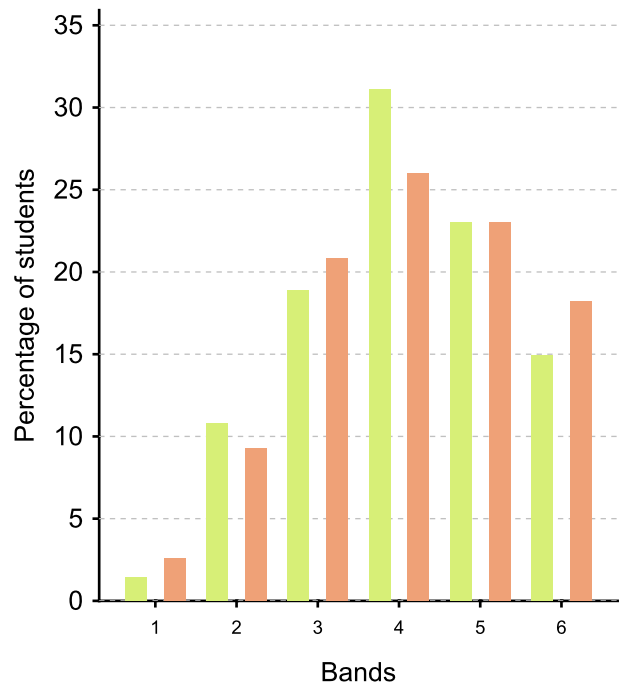
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	2.2	8.7	35.9	38.0	13.0	2.2
School avg 2016-2018	2.8	10.1	36.3	34.3	13.7	2.8

59.34% of Year 3 students and 61.54% of Year 5 students tested in the top two bands for numeracy in 2018. This demonstrates a 5.72% decrease from the average over the past four years. Students recording at or above expected growth in numeracy 47.8%.

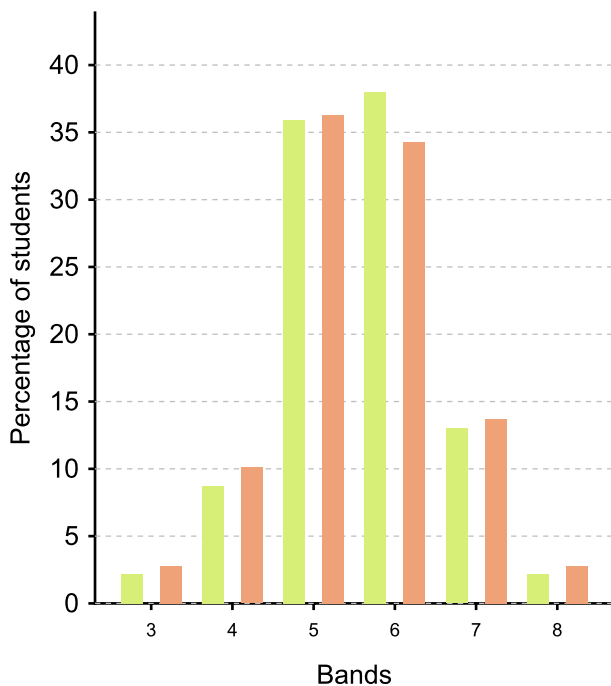
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands						
School Average 2016-2018						

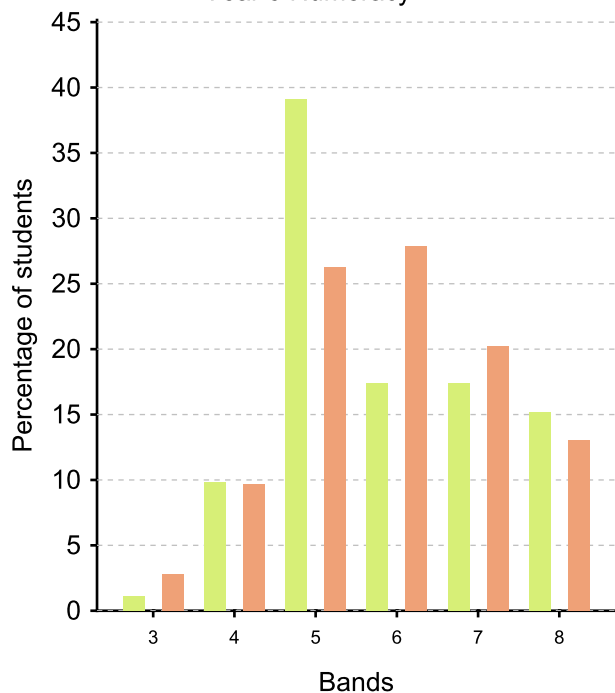
Band	1	2	3	4	5	6
Percentage of students	1.4	10.8	18.9	31.1	23.0	14.9
School avg 2016-2018	2.6	9.3	20.8	26	23	18.2

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands						
School Average 2016-2018						

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.1	9.8	39.1	17.4	17.4	15.2
School avg 2016-2018	2.8	9.7	26.3	27.9	20.2	13

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.>

59.34% of Year 3 students and 61.54% of Year 5 students tested in the top two bands for numeracy in 2018. 47.31% of Year 3 students and 37.97% of Year 5 students tested in the top two bands for literacy. This demonstrates a 5.72% decrease from the average over the past four years. Students recording at or above expected growth in numeracy 47.8% & 55.4% in literacy.

## Parent/caregiver, student, teacher satisfaction

This year Bowral Public School surveyed parents about how well they feel the school communicates with the parent body.

Parents reported that they relied on the school newsletter, notes home and Skoolbag app. for information relating to the school, less than 10% of the parents used the school website. Parents also felt that these three forms of communication are their preferred option for receiving information. Currently 20% of parents rate our communication as excellent & 53.33% of parents rate our communication as good, however

26.6% of parents feel there is still room for improvement.

Less than 1% of parents visit the school webpage daily and 44.17% visit the webpage less than once a month. The majority of parents felt that if the website was easier to navigate and if there was notifications of updates they would use the website more frequently especially to check the school calendar for events and to download permission notes.

82.5% of our parents use the Skoolbag app. and 77.5% of parents access information via the school Facebook page.

## Policy requirements

### Aboriginal education

Bowral Public School is committed to valuing and acknowledging Aboriginal students and the importance of enhancing student knowledge and understanding of Aboriginal and Torres Strait Islander history and culture. Staff understand and employ their knowledge of the Department's Aboriginal Education policies by applying them in a whole school context. Staff realise the importance of the 'Acknowledgement' and 'Welcome to Country' protocols and all staff integrate Aboriginal and Torres Strait Islander cross curriculum priorities across all teaching and learning programs.

This year Aboriginal students had an Aboriginal mentor working closely with them in their classrooms to support their literacy and numeracy learning. Students and teachers valued the support of the mentor and demonstrated our commitment to providing quality learning and establishing links with the Aboriginal community.

### Multicultural and anti-racism education

Bowral Public School provides opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. We actively promote positive community relations through effective communication with parents from diverse cultural, linguistic and religious backgrounds inclusive within our community and by providing opportunities for their active engagement in the life of the school.

7.5% of our student population identify as having a language background other than English speaking 26 different languages. English Language Proficiency allocation was equivalent to .4 FTE. Students received in class support and small group instruction.