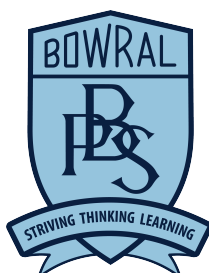
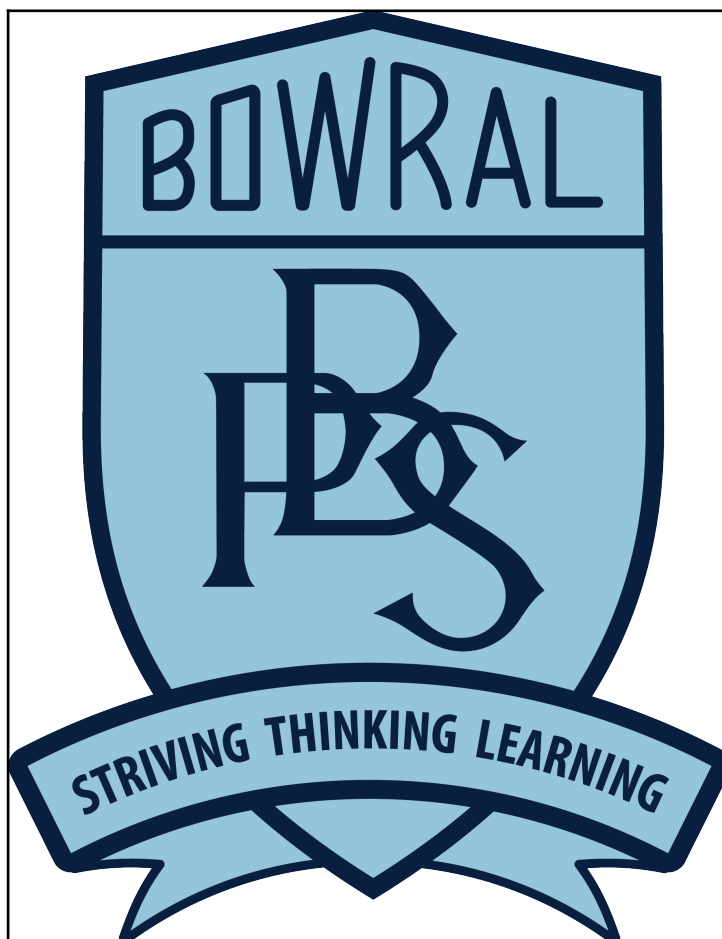


# Bowral Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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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## 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 2020 is 560 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. 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.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

### Improvement Measures

Increase in student growth as demonstrated in aggregate data including NAPLAN is achieved through a differentiated approach in classroom programs.

Student growth data analysis is embedded into classroom practice through enhanced collaborative practice.

All students are independent thinkers and learners who can think critically and creatively.

### Progress towards achieving improvement measures

**Process 1:** Literacy and numeracy lessons are differentiated to provide equity and enrichment to all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>* Evidence of students being tracked on PLAN 2 in QuN and CrT.</li><li>* Evidence of teachers differentiating the teaching and learning based on collaborative planning discussions.</li><li>* Teachers using a Rubric for CTJ in writing and inform the next steps in learning.</li><li>* Diagnostic assessments to inform planning and grouping in maths.</li></ul>	<ul style="list-style-type: none"><li>* Coaching and mentoring from Instructional Leader</li><li>* Collaborative planning days implemented each term</li><li>* Mathematics Professional Learning provided to enhance teaching practice</li><li>* Support and Professional Learning provided by a LANSAs in the use of the Literacy and Numeracy progressions and PLAN 2</li></ul>

**Process 2:** The teaching and learning cycle is informed by collaborative analysis of student growth data that is consistently tracking, monitoring and enhancing student performance on a whole school database.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>* The school database reflects currency of student data and accurately generates information and reports to track student growth.</li><li>* Pre and post data in writing and maths aligned to scope and sequences.</li><li>* Teachers utilising Plan 2 to track and monitor students.</li><li>* Teachers using number talks to engage students in quality, reflective conversations about effective strategies used to solve problems.</li></ul>	<ul style="list-style-type: none"><li>* Established a school-wide tracking system</li><li>* Purchased quality reading and mathematics resources</li><li>* Trialled PAT assessments</li><li>* Instructional Leader modelling number talks</li></ul>

**Process 3:** Students are proactively engaged and are active participants in their own learning and can articulate their progress and the learning steps they can take next.

Evaluation	Funds Expended (Resources)
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### Progress towards achieving improvement measures

Evidence of deep and meaningful conversations in stage teams regarding PLAN2 data that will lead future planning in teaching and learning programs as outlined in reflection feedback.

\* Tracking system implemented to record tracking data

**Process 4:** Students can articulate their individual learning goals and clearly demonstrate their curiosity, interest and motivation seeing themselves as active learners.

### Evaluation

### Funds Expended (Resources)

\* Teachers are using Learning Intentions Success Criteria (LISC) in classrooms.

\* Visible learning strategies have been demonstrated by teachers within classrooms.

## 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 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).

### Improvement Measures

All teachers have quality professional development opportunities that are aligned to and clearly reflect Australian Professional Standards for Teachers.

Evidence-informed pedagogy is embraced by teachers and is embedded into teaching and learning programs.

Data strategically informs the planning, teaching and assessing cycles to be responsive to students at their point of need.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and classroom observation.

### Progress towards achieving improvement measures

**Process 1:** An authentic coaching environment is established where collaborative learning processes are embedded, creating a strong culture of relational trust and shared feedback.

Evaluation	Funds Expended (Resources)
Teacher feedback confirms that coaching has enhanced their skills in achieving their identified PDP goals.	* All staff trained in Growth Coaching  * Executive trained in Leadership Coaching

**Process 2:** The collaborative analysis of data and systematic evaluation informs the impact of literacy and numeracy interventions and initiatives.

Evaluation	Funds Expended (Resources)
Data analysis is evidenced in planning conversations within each stage group.	Collapsing of support programs to enable stage teams to meet

**Process 3:** There is a strong culture of collaboration where effective dialogue is aimed at deepening and extending learning establishing a whole school culture and mindset that everyone is a learner.

Evaluation	Funds Expended (Resources)
* Five members of staff were successful in their application for the Leadership Development Initiative, enabling focussed projects to be implemented within our school.  * Evidence of teachers using Learning Intentions Success Criteria in programs and classrooms.  * Evidence of student learning goals.	* Instructional Leader demonstrating LISC in mathematics

### 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 empower teachers to facilitate consistent wellbeing and learning support systems. The Wellbeing Framework is 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)

#### Improvement Measures

Successful implementation of a centralised system to consistently record and analyse wellbeing related data.

Implementation of a strategic and planned approach in developing whole school systems that support wellbeing across the school.

The school has implemented evidence-based whole school practices, resulting in measurable improvement in wellbeing and engagement in learning.

#### Progress towards achieving improvement measures

**Process 1:** Consistent use of a central tracking system to monitor and analyse data related to wellbeing.

Evaluation	Funds Expended (Resources)
Student wellbeing data is being consistently and concisely entered in ESR. Wellbeing team are having data driven conversations. Wellbeing data is communicated to all staff at weekly communication meetings.	School has funded the ESR external tracking system to track and monitor student wellbeing data

**Process 2:** Staff will enhance their understanding of wellbeing to support students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Staff are using the wellbeing framework to make adjustments to support the learning and socio-emotional needs of all students	Professional Learning for all staff  Wellbeing folder provided to every staff member which is regularly updated with current information

**Process 3:** Active ongoing partnerships enabling collaboration between students, staff and community, to foster school spirit and connectedness, focusing on the wellbeing of every child.

Evaluation	Funds Expended (Resources)
Tell Them From Me survey reflects a positive attitude towards wellbeing.  K-6 playground structure positively implemented as evidenced by staff, student and community surveys.	Sign up for access to TTFM survey.  Anti-bullying programs updated and implemented K-6  Playgrounds and outdoor facilities have been upgraded and resourced through successful grant applications and the support of the school P and C

**Process 4:** Implementation of a whole school approach to student wellbeing through positive behaviour and



## Progress towards achieving improvement measures

**Process 4:** engagement in learning.

Evaluation	Funds Expended (Resources)
<p>Students in need of additional support have been identified through the Wellbeing Team and Learning and Support Team.</p> <p>Identified students are accessing a range of interventions to support their learning and socio-emotional needs.</p>	<p>Learning and Support Team has explored and implemented improved learning options to support the diverse learning and wellbeing needs of our students</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Design Aboriginal garden spaces.</p> <p>Purchase signage to represent medicinal and bush tucker plants.</p> <p>Celebrate an opening with a smoking ceremony.</p> <p>Assign students to maintain and further develop garden.</p>	<p>Aboriginal garden designed and implemented with representation from our AECG and Aboriginal families.</p> <p>Celebrated an opening with a smoking ceremony in NAIDOC week.</p> <p>Aboriginal artist designed and painted story poles to place in the garden area.</p> <p>Purchased signage to represent each plant.</p>
<b>English language proficiency</b>	<p>Purchased resources to support learning programs.</p> <p>Allocate LST timetables to reflect support K–6.</p>	<p>Learning support resources were timetabled and allocated to support all identified students.</p>
<b>Low level adjustment for disability</b>	<p>School Learning Support Officers were appointed to support identified students needing additional support in classrooms and in the playground.</p>	<p>School Learning Support Officers were timetabled across the school to support in classrooms and assist with social and interactive play at lunch and recess.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Employment of an Instructional Leader to assist quality teaching practices in mathematics and across the curriculum.</p>	<p>An Instructional Leader was appointed to assist quality teaching practices for every teacher K–6.</p> <p>Mathematics programs were enhanced through the implementation of collaborative stage planning meetings each term.</p> <p>Parent forums were introduced to consult teaching practices and share mathematics developments across the school.</p>
<b>Socio-economic background</b>	<p>Playground upgrades to enhance social and interactive play.</p> <p>Purchased resources to build resilience and wellbeing programs across the school.</p> <p>Implemented systems to support the accurate recording of student data.</p>	<p>Playground upgrade to enhance social and interactive play facilities.</p> <p>All student wellbeing programs were updated with new procedures implemented across the school.</p> <p>Classroom teaching resources were upgraded and new classroom furniture purchased to support 21st century learning pedagogy.</p>
<b>Support for beginning teachers</b>	<p>Additional release given to beginning teachers to support professional practice.</p>	<p>All beginning teachers were allocated additional teaching release.</p> <p>Support was given to assist with beginning teacher accreditation.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	305	304	303	300
Girls	298	297	288	282

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	96.4	93.9	94.9
1	94.4	93.7	95.7	93.3
2	94.5	94.8	95.1	94.6
3	95.5	94.2	95.2	93.9
4	94.3	95.4	95.1	93.4
5	94.8	93.6	94.8	95
6	94.2	92.9	93.5	95.2
All Years	94.8	94.4	94.8	94.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.03
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	861,847
<b>Revenue</b>	5,352,654
Appropriation	4,900,175
Sale of Goods and Services	12,735
Grants and contributions	433,380
Investment income	5,564
Other revenue	800
<b>Expenses</b>	-5,745,092
Employee related	-4,561,876
Operating expenses	-1,183,216
<b>Surplus / deficit for the year</b>	-392,438

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	150,553
<b>Equity Total</b>	213,771
Equity - Aboriginal	8,091
Equity - Socio-economic	24,583
Equity - Language	11,224
Equity - Disability	169,873
<b>Base Total</b>	3,989,833
Base - Per Capita	138,671
Base - Location	7,203
Base - Other	3,843,958
<b>Other Total</b>	398,962
<b>Grand Total</b>	4,753,118

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

In 2019 parents, teachers and students were surveyed to ascertain their feedback in relation to student wellbeing and improved resources for student outdoor play areas.

Survey data results include:

- \* students, teachers and parents value the improved procedures to student wellbeing, these include the revised reward system, updated discipline code, anti-bullying programs;
- \* a very positive response to the upgrade of classrooms to include air conditioning, pin boarding, painting and furnishing to enhance student engagement and future focussed learning;
- \* our school community highly regards the upgrade of the school playgrounds which includes the turfing of the lower playground, the introduction of play equipment to support social interaction and sensory play, the construction of amphitheatres to provide outdoor classrooms for students and playground markings to encourage active engagement on the playground;
- \* an overwhelmingly positive response to the implementation of quiet, passive and active play spaces and the introduction of K–6 participation in all play spaces at recess and lunch.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.