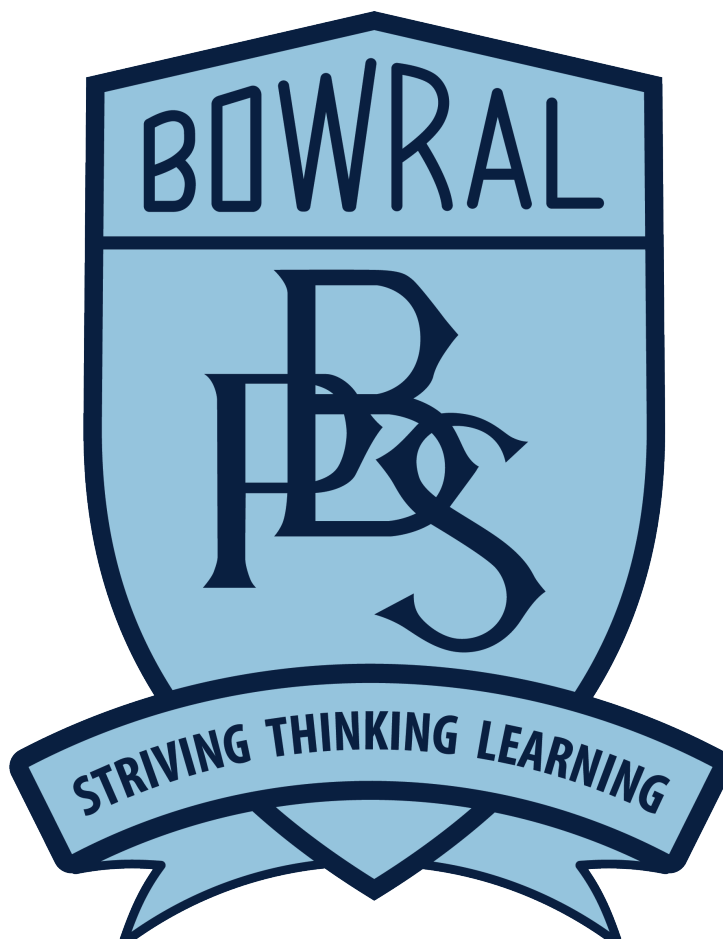


2020 Annual Report

Bowral Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

In 2020, our school was academically, socially and emotionally challenged as we momentarily transformed from traditional face to face teaching and learning into online Google classrooms with students from Kindergarten to Year 6 engaging in programmed learning with their peers online. We were overwhelmed with the extraordinary support and appreciation of parents as they continually acknowledged the efforts of our teachers working vigilantly to provide quality learning in such alternative modes of curriculum delivery. I must also acknowledge the wonderful efforts of our administration staff as they strived to keep communication the priority of their work supporting requests from staff, students and parents and carers and in keeping our school community quickly informed of the adjustments that needed to be implemented due to the impact of COVID-19.

We were very proud of our school achievements throughout 2020, most noticeably, in our whole school wellbeing practices. As a targeted priority within our school plan, wellbeing has been significantly enhanced to improve current school practices and systems, modification and enhancement of our classrooms and learning environments and, the upgrade of our playgrounds. Our students are very pleased with their new play spaces and have valued their welcomed contribution towards the design and implementation of the creative play areas.

Gary Graham

Principal

School vision

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>

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.

All students demonstrate independent, critical and creative thinking.

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

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)
There is evidence of data informing programming and consistency in teacher judgement across each stage team.	Support staff programs are collapsed to enable collaborative planning and data days to occur

Process 2: 1. 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)
Whole school data base and PLAN 2 reflect consistent input of data. Teams are having rich conversations to analyse student growth.	Data base established.

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

Evaluation	Funds Expended (Resources)
Students are understanding and engaging with challenge in their everyday learning by identifying a range of strategies to move to the next step in their learning cycle.	

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)
Students have their own individual learning goals written down and can clearly articulate what is needed to be done to demonstrate proficiency.	

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)
All staff are using Growth Coaching as a platform to reflect on their practice. This is evidenced through the PDP process.	All staff trained in Growth 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)
There is evidence of differentiation in all teaching programs across the school. There is also evidence of teachers making adjustments based on student data.	Support staff programs collapsed to enable collaborative and data days to take place

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)
Teachers can clearly articulate the goals of the Challenge Learning Project and how they contribute to the whole school process.	Professional Learning by the Challenge Learning Team.

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)
The 'Focus of the Fortnight' is identified based on an analysis of data and published in every classroom.	Wellbeing board updates Agenda item on communication meeting

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

Evaluation	Funds Expended (Resources)
Staff members have been identified to support new 2021 staff members to understand the wellbeing practices employed at BPS.	Updated Wellbeing folders with current policies

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)
Students accessing targeted interventions are identified and tracked.	Access to targeted interventions Completing Function Based Assessments

Process 4: Implementation of a whole school approach to student wellbeing through positive behaviour and engagement in learning.

Evaluation	Funds Expended (Resources)
Students indicate through questioning that they feel they have agency over their own learning.	Staff have access to training from the Challenge Learning Team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Logs, paints.	Yarning Circle logs are painted and protected. Classes are accessing this as a learning space.
English language proficiency	Purchased resources to support learning programs. Allocate LST timetables to reflect support K-6.	Learning support resources were timetabled and allocated to support all identified students.
Low level adjustment for disability	Funds allocated to additional SLSO time.	School Learning Support Officers timetabled across the school to support in classrooms and assist with social and interactive play at lunch and recess.
Quality Teaching, Successful Students (QTSS)	Funds allocated to engage an AP in a DP/IL role to build capacity of all staff to deliver quality learning in mathematics and English.	Class teachers report through surveys that they are feeling supported in the delivery of quality learning in their own classroom.
Socio-economic background	Playground upgrades to enhance social and interactive play. Purchase resources to build resilience and wellbeing programs across the school. Surveys Funds allocated to provide APs with additional release time to support their stage teams to enhance pedagogy.	Quiet, passive and active spaces are identified in the playground. Students are actively engaging in activities provided for these areas. Timetable of in class support for teachers. Agenda/minutes from collaborative planning and data days.
Support for beginning teachers	Additional release given to beginning teachers to support professional practice.	All beginning teachers allocated additional teaching release as demonstrated through timetabling. Support given to assist with beginning teacher accreditation.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	304	303	300	304
Girls	297	288	282	256

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.4	93.9	94.9	90.1
1	93.7	95.7	93.3	91.1
2	94.8	95.1	94.6	90
3	94.2	95.2	93.9	91.7
4	95.4	95.1	93.4	87.7
5	93.6	94.8	95	89.5
6	92.9	93.5	95.2	89.4
All Years	94.4	94.8	94.3	89.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	22.01
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	469,409
Revenue	5,265,359
Appropriation	5,063,967
Sale of Goods and Services	4,299
Grants and contributions	195,528
Investment income	1,165
Other revenue	400
Expenses	-5,336,354
Employee related	-4,640,374
Operating expenses	-695,980
Surplus / deficit for the year	-70,995
Closing Balance	398,414

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.

	2020 Approved SBA (\$)
Targeted Total	120,431
Equity Total	216,862
Equity - Aboriginal	6,513
Equity - Socio-economic	26,662
Equity - Language	13,771
Equity - Disability	169,916
Base Total	4,103,981
Base - Per Capita	139,973
Base - Location	7,342
Base - Other	3,956,665
Other Total	375,847
Grand Total	4,817,120

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In June 2020, our parents were surveyed to gather feedback about our improved communication systems. 117 parents and carers completed the survey and the following information indicates the responses:

How would you rate our communication to families during 2020?

58.97% Excellent, 29.92% Good, 11.11% Needs Improvement.

In which format do you prefer to receive communication from our school?

Digital copy via Skoolbag app 84.62%. Paper copy sent home with your child 15.38%.

Do you receive communication from our school via the Skoolbag app?

85.47% Yes, 14.53% No

Do you access the Bowral Public School website?

77.78% Yes, 22.22% No.

Do you access the Bowral Public School Facebook page?

60.68% Yes, 39.32% No.

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.