

# 2020 Annual Report

## Bowral High School



8104

# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

Bowral High School is committed to supporting the learning of every student 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 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, where 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, virtual selective stream secondary school servicing a community that also supports several independent secondary schools. The school serves a slightly below average socio-economic status community with a Family Occupation and Education Index (FOEI) of 109, the FOEI mean being 100.

The school caters for a diverse group of around 800 students from a range of socio-economic circumstances. Bowral High School is partnered with the NSW Department of Education's Aurora College, a virtual selective stream within the school, catering for gifted and talented students in years 7 - 11 from across the Southern Highlands region.

The special interests and needs of students are met through successful performing and creative arts programs, a wide range of sporting and student leadership opportunities and a differentiated academic curriculum. The school uses the Positive Behaviour for Success (PBS) program to promote positive behaviour and the schools three core values of Respect, Responsibility and Fairness, along with a Special Education faculty that supports five special needs classes, meeting the needs of students with diverse learning disabilities.

Students are extended through highly successful enrichment programs in all key learning areas as well as a dedicated Academic/STEAM class in year 7 each year.

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, TAFE and a range of private colleges.



## 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

Learning for our Future

### Purpose

Rich learning experiences engage our students developing skills for now and the future

### Improvement Measures

All stage 6 students have developed learning goals for now and the future.

Alumni students are able to articulate the connection between their school life and post school destination.

All students are given the opportunity to use teacher feedback to improve their learning outcomes.

Improved student literacy and numeracy growth are shown using Best Start Year 7, PLAN2, LEXIA, NAPLAN, and HSC data.

Year 7 STEAM class engages in cross-curricular learning activities.

STEAM programs, assessment, and student reports reflect innovative and future-focused practices.

Continued strength in VET student numbers and VET courses offered to students.

### Progress towards achieving improvement measures

#### Process 1: Enhance conditions for learning

The school has in place a comprehensive and inclusive framework to support the cognitive, social, emotional, physical and spiritual well-being of every student that measurably improves student learning outcomes.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <ul style="list-style-type: none"><li>The career action plans are being used to help students recognise the links between school and post-school. Students were guided to complete these plans by the careers adviser. Students in stage 6 also completed reflection and improvement goal setting when each report was issued.</li><li>The use of feedback is becoming more explicit across the school - students expect to receive feedback and are using it to improve learning outcomes.</li><li>LST processes ensure students are supported to meet minimum standards and that all Year 12 students are eligible for their HSC. Some students are supported to complete their HSC using a pathways program.</li></ul> | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$12000.00)</li></ul> |

#### Process 2: Offer diverse and relevant learning opportunities to improve engagement

Curriculum programs and teaching practices effectively develop the knowledge, understanding, and skills of every student.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <ul style="list-style-type: none"><li>Project learning has been shown to be successful in STEAM with planned cross-curricular - for future school improvement, we will consider how this can be extended.</li><li>Data use by all teachers has been identified as an area requiring improvement. This will be a significant part of initiatives planned for the next school planning process.</li><li>Stage 5 VET has been considered carefully - it is important to not reduce the impact of stage 6 VET. Selected stage 5 students will continue to access TAFE courses as an engagement strategy. This is considered using information about individual student aspirations, skills and abilities.</li></ul> | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$5785.00)</li></ul> |



## Strategic Direction 2

### Leading with Purpose

#### Purpose

Purposeful leadership roles are fulfilled by staff based on professional expertise

#### Improvement Measures

An increased percentage of staff are actively involved in specific leadership initiatives.

All staff develop a PDP in consultation with their supervisor.

Professional learning opportunities are tailored to staff PDPs and the majority of staff participate in at least four twilight sessions throughout the year.

Ongoing faculty reflection processes show increased involvement in the development, collation and evaluation of instructional leadership strategies.

A survey of staff, students, parents and community to gather information about the school, perceptions and satisfaction is completed.

Survey results are used to develop a fully implemented Community & Engagement plan for school improvement.

#### Progress towards achieving improvement measures

**Process 1:** Implement faculty reflections to achieve a culture of effective, evidence-based teaching to support every student to make measurable learning progress through instructional leadership.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Faculty reflection has been completed with the Maths faculty.<br>Faculties will address and work towards recommendations. | Teacher release x 4 days = \$2000<br>HT T&L<br>Faculty reflection team<br><b>Funding Sources:</b><br>• Professional learning (\$2000.00) |

**Process 2:** Feedback on school performance data from students, staff, parents and the broader school community will result in the development of a community and school engagement strategy.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| All stakeholders have been involved in the process of obtaining and responding to feedback on school performance. Performance is measurably improved from 2019.<br>Formal Coaching strategy 2021 (currently most of BHS executive have completed Growth Coaching)<br>Two BHS staff have been seconded to fulfill instructional leadership positions for HSC courses (Michael Murton and Michelle Young)<br>Roles and responsibility statements reviewed and developed clearly identifying strategies to support the community survey.<br>Additional allowances have been provided to support all staff involved in the significant improvement strategies for 2021.<br>Senior executive briefed on SCOUT attendance data that will support | Staff appointed to various areas for community and school engagement<br>Developed a wellbeing class for year 7 transition coordinated by the HT Wellbeing<br>Supported EALD<br>Scout data<br>School performance data reviewed and presented at Executive meetings<br>Teacher release time to review plan and prepare for implementation x 4 days = \$2000 |

## Progress towards achieving improvement measures

attendance coordinator to implement 2021 attendance strategy.

School Leadership Identification Framework. DP Roberts completing training to develop teacher leaders as a pilot school in 2021.

Commencing 2021, all Head Teachers will have a 2IC allocated to them with a period allocation, to build capacity and support the ever increasing workload of executive staff.



## Strategic Direction 3

### Teaching for Success

#### Purpose

Quality teaching enables every student to achieve, learn and engage for success.

#### Improvement Measures

90% of staff will have completed QTR or its equivalent.

The school's value-add trend is positive (moving average growth from 24 to or above the state average of 25 in Stages 5 and 6).

An increasing number of students report they are receiving timely and effective feedback in alignment with BHS feedback standards (including formative and summative assessment).

An increasing proportion of teachers use data effectively to differentiate curriculum delivery. By the end of 2020, two in three staff will have attained GERRIC accreditation from the University of NSW.

Most students can articulate their learning and understand, with support, what they need to learn next for improvement.

An increased number of BHS students are part of the Aurora selective stream.

Baseline data on continuity of learning captured from staff, students and school community.

#### Progress towards achieving improvement measures

**Process 1:** Use collaboration, observation and professional learning to underpin quality teaching.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| COVID-19 and the disruption it caused in schools prevented the scheduled QTR from commencing in 2020. However, a school review of the value of QTR over 2018-2020 concluded that it remains a significant tool for facilitating deep and meaningful teacher reflection, professional learning and collaboration across the school and, consequently, needs to be incorporated into the new Strategic Improvement Plan (SIP). | Review time for QTR team.  |

**Process 2:** Use evidence-based practices to inform teaching, assessment and feedback.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| In 2020, despite the disruptions caused by COVID-19, the school continued to build evidence-based practices to inform teaching, assessment and feedback. This included capturing baseline data on the impact of COVID-19 on student continuity of learning. Student surveys also confirmed that they receive a variety of feedback in a timely manner that supports their learning. A culture of data collection from teachers and students has been built where all stakeholders reflect on, and provide feedback on, assessment, reporting and learning. GERRIC training moved to online for 2020 and has been scheduled for ongoing rollout and a return to face to face delivery in 2021. All staff have been professionally developed in using a range of data sources to differentiate learning, programs and assessment in order to improve student outcomes. Head teachers have been supported in leading their KLA in the analysis of data. This focus on data-informed teaching and learning practices will continue to be an ongoing school focus in the new Strategic Improvement Plan. | \$4000 = 8 x teacher relief for SD3 meeting time.<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$4000.00)</li></ul> |

**Process 3:** Use of data from surveys, interviews, reflections, SCOUT, Sentral, online learning platforms to ground decisions for next school plan.

## Progress towards achieving improvement measures

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| <p>This strategic direction was introduced at the start 2020 as a response to the evaluation cycle of initiatives in the current school plan (2018-2020). The process of gathering data from staff preempted the Situational Analysis of the next cycle of school planning and made a significant contribution in underpinning the authenticity of the new Strategic Improvement Plan. In particular, staff underwent professional learning in the 'What Works Best: 2020 Update' framework and used this to reflect on their teaching practice. This source of data proved valuable in identifying data usage as an ongoing focus for teaching practice in the new SIP.</p> | <p>\$1000 - 2 x Relief days and Training Days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$1000.00)</li></ul> |



| Key Initiatives                            | Resources (annual)  | Impact achieved this year   |
|--|---|---|
| <b>Aboriginal background loading</b>       | Aboriginal Education Coordinator.<br><br>Release time to develop personalised learning plans<br><br>Student assistance<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$22 648.00)</li> </ul> | While BHS Aboriginal students were supported on a day to day basis, significant restrictions led to limited engagement with extra-curricular programs beyond the school level due to the impact of COVID-19.  |
| <b>English language proficiency</b>        | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$18 252.00)</li> </ul>  | <p>In recent years at Bowral High School, the cultural and linguistic backgrounds of students has been diversifying. Approximately 1 in 8 students were identified as having a language background other than English in 2020, while an increasing number of students were born overseas. Over 30 languages are spoken at home by students, with Arabic, Spanish, Tagalog, Macedonian, French, Japanese, Tamil and Nepalese being the widest reported.</p> <p>Given the growth in the linguistic diversity of our students who have other first languages or are bilingual, English as an Additional Language or Dialect (EAL/D) support recognises the need for developing the English language proficiency of such students. In 2020, our students with additional language backgrounds requiring EAL/D support were predominantly assessed at the higher EAL/D progression points of developing and consolidating. This reflects the latter phases of English language acquisition, whereby a student's proficiency in English is supported in our classrooms by explicit instruction and targeted literacy activities.</p> <p>The COVID-19 remote learning time was challenging for a number of our EAL/D students, particularly around intercultural expectations at home for learning, adequate access to technology, and the linguistic challenges for their parents trying to assist with the set work. In 2021, an EAL/D teaching allocation will be put in place to support our EAL/D students at the developing progression point who may have regressed slightly due to the events of 2020 and for those requiring explicit small group or 1:1 EAL/D targeted teaching as preparation to undertake the Minimum Standards tests and HSC. Within this allocation, PL opportunities and collaboration with classroom teachers about EAL/D specific practices will occur throughout 2021, as will regular updates and reporting back to LST meetings.</p> |
| <b>Low level adjustment for disability</b> | Learning and Support Teacher (LaST) plus full-time teacher in supported learning centre - \$153138  | The Bowral High School Supported Learning Centre (SLC) was utilised for 206 lessons of senior study. 161 students utilised the SLC throughout 2020 for 228 periods.. This room  |

|   |   |   |
|---|---|---|
| <p><b>Low level adjustment for disability</b></p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$239 922.00)</li> </ul>   | <p>continues to be an essential support in the areas of targeted wellbeing and learning support.</p> <p>Additional Student Learning Support Officer (SLSO) funds were utilised in support of enhanced learning support for identified Learning Support Team (LST) referrals.</p> <p>182 LST referrals were made for 155 individual students in 2020.</p> <p>36 teachers made these referrals to the LST.</p> <p>Over 120 students with additional learning needs have Individual Learning Plans.</p>  |
| <p><b>Socio-economic background</b></p>           | <ul style="list-style-type: none"> <li>• Technology Support Officer (TSO)/Computer Coordinator</li> <li>• Student Assistance</li> <li>• School improvements/beautification. Includes painting, concrete cleaning &amp; garden beds in senior area</li> <li>• Refurbishment of staff common room</li> <li>• Refurbishment of school canteen</li> <li>• Senior area synthetic grass</li> <li>• SLSO supplementation (S Watt) plus top up (K Geer)</li> <li>• Additional .6FTE general assistant, SAO top up .6FTE</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$90 715.00)</li> <li>• Socio-economic background (\$6 000.00)</li> <li>• Socio-economic background (\$46 100.00)</li> <li>• Socio-economic background (\$34 500.00)</li> <li>• Socio-economic background (\$12 280.00)</li> <li>• Socio-economic background (\$58 000.00)</li> <li>• Socio-economic background (\$86 784.00)</li> <li>• Socio-economic background (\$76 072.00)</li> </ul> | <p>During 2020, there was a concerted effort to invest considerably in the school's teaching and learning spaces, both the internal and external infrastructure in support of the Bowral High School community.</p> <p>There have been many programs initiated to refurbish our classrooms, inclusive of classroom painting and 65-inch smart television installations in support of an enhanced and more conducive learning environment for our teachers and students.</p> <p>Many students at Bowral HS have benefited from the additional Student Learning Support Officers that have been made available. This was a data-driven initiative derived from the great work of our Learning Support Team (LST) to target our students who were most in need. Targeted decisions were made based on our students' internal and external data results which were available to the LST.</p> <p>Our external grounds have been enhanced via the appointment of a three-day-a-week General Assistant whose brief has been to look after all external areas (grassed areas/gardens/synthetic grassed areas) and other external school ground areas as a part of our school beautification initiative.</p> <p>The school has continued to invest heavily in a Technology Support Officer who is available for all members of our school community and did a wonderful job during the COVID-19 remote learning phase in support of students and their families, offering additional support devices, dongles with internet for those who were without internet access. He was also a major support for teaching and non-teaching staff throughout the pandemic.</p> <p>Finally, the school offered significant financial support to many families who were in need throughout the year, assisting with uniforms, stationery, and other areas that required support.</p> |
| <p><b>Support for beginning teachers</b></p>      | <ul style="list-style-type: none"> <li>• Mentoring beginning teachers</li> <li>• Beginning teacher</li> </ul>   | <p>Three Bowral High School beginning teachers attained their NESA accreditation at Proficient Teacher level throughout 2020.</p>   |

|                                       |   |   |
|---------------------------------------|---|---|
| <b>Support for beginning teachers</b> | resources<br>• Beginning teacher release from face to face teaching<br><b>Funding Sources:</b><br>• Support for beginning teachers (\$38 455.00)<br>• Support for beginning teachers (\$1 511.00)<br>• Support for beginning teachers (\$12 251.00) | Three Bowral High School beginning teachers attained their NESAs accreditation at Proficient Teacher level throughout 2020. |
|---------------------------------------|---|---|



# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 446        | 424  | 414  | 416  |
| Girls    | 413        | 374  | 362  | 365  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 92.2 | 91.8 | 91.8 | 90.8 |
| 8         | 88.7 | 89.8 | 85.7 | 91.8 |
| 9         | 90.4 | 87.5 | 86.7 | 89   |
| 10        | 89   | 87.7 | 83.8 | 85.1 |
| 11        | 89   | 85.7 | 85.6 | 87.5 |
| 12        | 91.5 | 88.2 | 89   | 92.8 |
| All Years | 90   | 88.4 | 87   | 89.3 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 92.7 | 91.8 | 91.2 | 92.1 |
| 8         | 90.5 | 89.3 | 88.6 | 90.1 |
| 9         | 89.1 | 87.7 | 87.2 | 89   |
| 10        | 87.3 | 86.1 | 85.5 | 87.7 |
| 11        | 88.2 | 86.6 | 86.6 | 88.2 |
| 12        | 90.1 | 89   | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88   | 89.6 |

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.

## Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 0         | 3         | 2         |
| Employment   | 10        | 11        | 17        |
| TAFE entry   | 4         | 4         | 9         |
| University Entry   | 0         | 0         | 23        |
| Other  | 9         | 1         | 3         |
| Unknown  | 1         | 0         | 3         |

38% of all school leavers went onto further employment, 21% of which were apprenticeships or traineeships, the increased numbers possibly as a result of Government COVID stimulus incentives.

Students took up apprenticeship/traineeship opportunities in air conditioning / refrigeration, beauty, bricklaying, cabinet making, carpentry, childcare, electrical, event management, forge work, green keeping, hairdressing, landscaping, metal fabrication, painting & decorating, retail, roofing, stonemasonry, and welding.

43% of Higher School Certificate (HSC) graduands pursued tertiary study at university, with an additional 17% going onto further studies at TAFE or other Registered Training Organisations (RTOs). Tertiary study encompassed courses in Animal Studies, Animation & Graphic Design, Automotive Servicing, Beauty, Business Services, Childcare, Commerce, Community Services, Design (Jewellery), Digital Media, Engineering, Environmental Science, Event Coordination, Exercise Science, Fitness, Hospitality Management, IT, Law, Medical Science, Merchandising & Fashion, Nursing, Performance & Acting, Pharmacy, Pre-medicine, Psychology, Science, and Teaching (both Primary and Secondary).

A higher than normal percentage of students gained places in tertiary education institutes due to Government COVID funding assistance and decreased numbers of international students.

## Year 12 students undertaking vocational or trade training

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42.59% of Year 12 students at Bowral High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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96.8% of all Year 12 students at Bowral High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Of the eight students who left prior to their Higher School Certificate, four did so after gaining employment (including an apprenticeship), and four pursued their education through a TAFE pathway.

Nearly three quarters of all Year 12 students (70%) went on to further study either through a traineeship, apprenticeship, TAFE, other RTO, or university.

Of the Year 12 students studying at least one vocational education and training course, 31% of Year 12 studied at least one of these courses (Construction, Entertainment, or Hospitality) at school. Other vocational courses undertaken by Year 12 students included: Health Services Assistance (Nursing) through NSW Health; Retail through a school based traineeship with McDonalds; Warehousing through a school based traineeship with Reece Plumbing Supplies; Animal Studies, Automotive, Beauty Services, Community Services (Early Childhood), and Design Fundamentals through TAFENSW Moss Vale & Campbelltown campuses; and Blacksmithing through a school based apprenticeship with a forge.

15% of Year 12 students went on to employment or further study directly related to their vocational education and training undertaken during Years 11 and/or 12.



# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Head Teacher(s)                         | 9     |
| Classroom Teacher(s)                    | 45.7  |
| Learning and Support Teacher(s)         | 1.4   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 15.48 |
| Other Positions                         | 1     |

\*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 <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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.

## GERRIC professional learning for staff

As a part of the school's ongoing professional learning blueprint in the area of differentiated teaching and learning practice during 2020, the University Of NSW GERRIC Mini-Certificate in Gifted Education 16 hour course was delivered to 26 staff across 4 sessions. The professional learning was completed partially face-to-face and partially via online learning due to being COVID impacted throughout the year. There has been a significant investment in the development of our teachers in this pivotal area, with more than 50 of our staff now being accredited in the UNSW short course.



# 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 943,390          |
| <b>Revenue</b>                        | 10,192,620       |
| Appropriation                         | 10,010,502       |
| Sale of Goods and Services            | 4,668            |
| Grants and contributions              | 168,868          |
| Investment income                     | 1,709            |
| Other revenue                         | 6,873            |
| <b>Expenses</b>                       | -10,325,467      |
| Employee related                      | -9,215,201       |
| Operating expenses                    | -1,110,266       |
| <b>Surplus / deficit for the year</b> | -132,847         |
| <b>Closing Balance</b>                | 810,543          |

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 (\$) |
|-------------------------|------------------------|
| <b>Targeted Total</b>   | 46,385                 |
| <b>Equity Total</b>     | 672,376                |
| Equity - Aboriginal     | 24,043                 |
| Equity - Socio-economic | 390,159                |
| Equity - Language       | 18,252                 |
| Equity - Disability     | 239,922                |
| <b>Base Total</b>       | 8,826,272              |
| Base - Per Capita       | 195,939                |
| Base - Location         | 10,121                 |
| Base - Other            | 8,620,211              |
| <b>Other Total</b>      | 361,424                |
| <b>Grand Total</b>      | 9,906,457              |

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](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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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.

### Check-in Assessment

In term 3, 2020, department school were invited to opt-in for a Check-in Assessment for Year 9 Reading and Numeracy. Students performed at similar levels to the cohort results for 2018 NAPLAN.

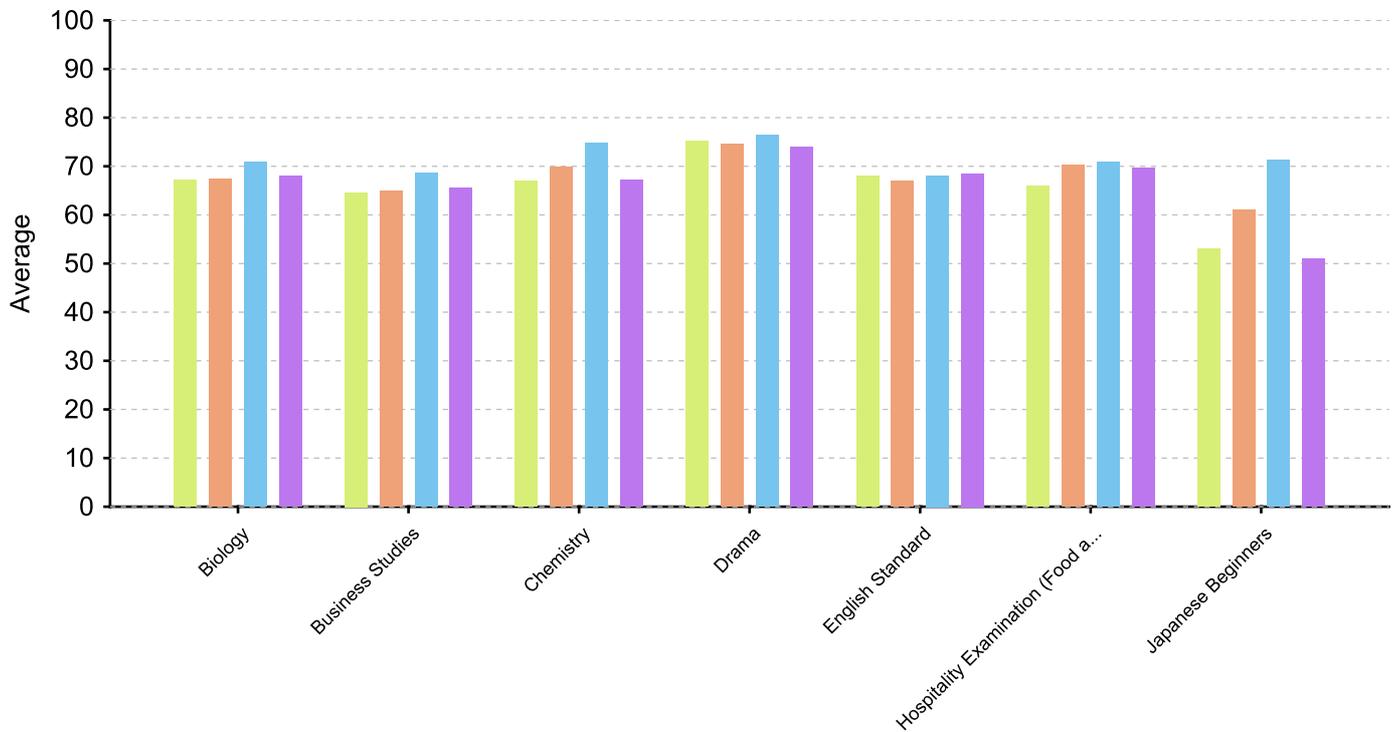
To help ensure students will achieve stage 5 outcomes during Year 10, those students with particularly low results will be encouraged to participate in the COVID intensive learning program during 2021.



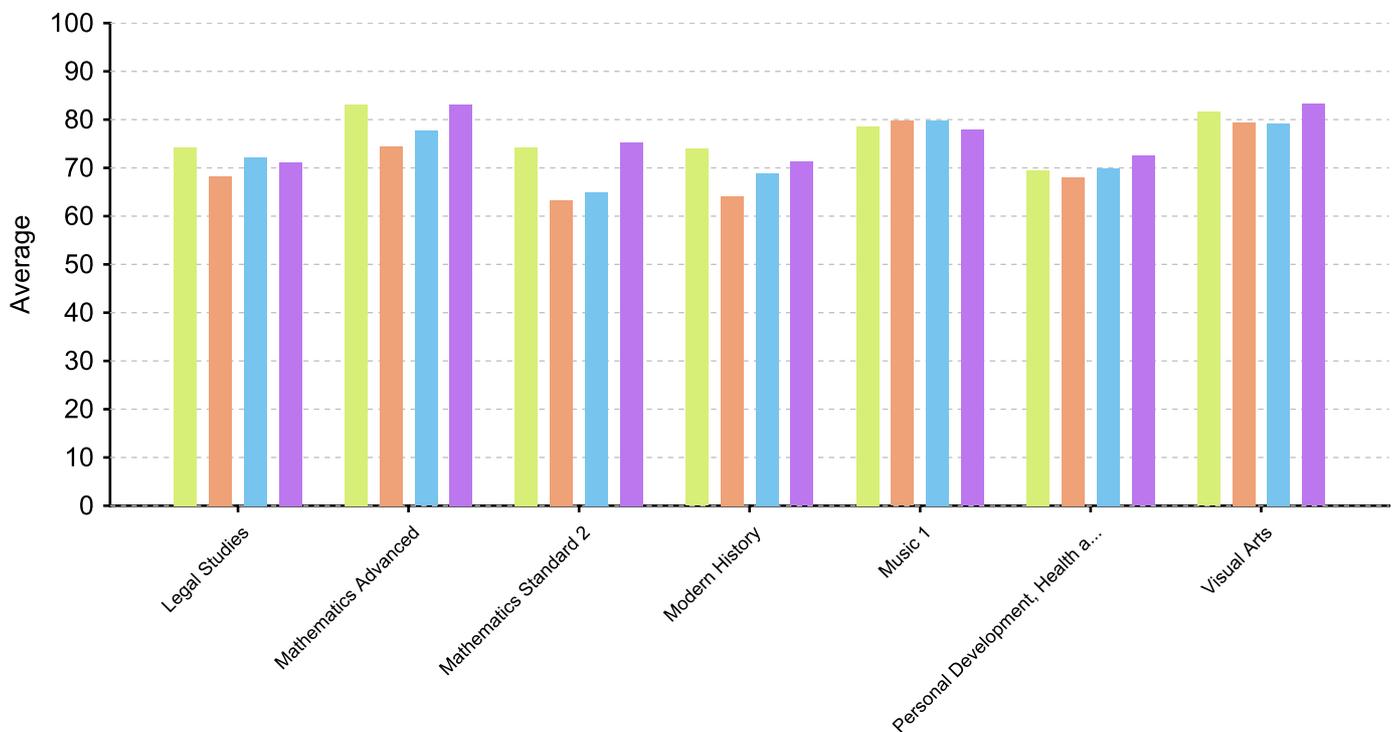
# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2020 (Light Green), SSSG Average 2020 (Orange), State Average 2020 (Blue), School Average 2018-2020 (Purple)



Legend: School 2020 (Light Green), SSSG Average 2020 (Orange), State Average 2020 (Blue), School Average 2018-2020 (Purple)

| Subject   | School 2020 | SSSG | State | School Average 2018-2020 |
|---|-------------|------|-------|--------------------------|
| Biology   | 67.2        | 67.5 | 70.8  | 68.0                     |
| Business Studies                                    | 64.6        | 65.0 | 68.6  | 65.6                     |
| Chemistry   | 66.9        | 69.9 | 74.8  | 67.1                     |
| Drama   | 75.2        | 74.6 | 76.4  | 73.9                     |
| English Standard                                    | 68.0        | 67.0 | 68.1  | 68.5                     |
| Hospitality Examination (Food and Beverage)         | 65.9        | 70.3 | 70.8  | 69.6                     |
| Japanese Beginners                                  | 53.0        | 61.0 | 71.2  | 51.0                     |
| Legal Studies                                       | 74.3        | 68.3 | 72.1  | 71.1                     |
| Mathematics Advanced                                | 83.1        | 74.4 | 77.7  | 83.1                     |
| Mathematics Standard 2                              | 74.2        | 63.3 | 64.9  | 75.3                     |
| Modern History                                      | 73.9        | 64.1 | 68.9  | 71.3                     |
| Music 1   | 78.6        | 79.8 | 79.8  | 77.9                     |
| Personal Development, Health and Physical Education | 69.5        | 68.1 | 69.9  | 72.4                     |
| Visual Arts   | 81.6        | 79.4 | 79.2  | 83.2                     |

In the 2020 Higher School Certificate, Bowral High School students received nine-band 6/E4 results (90+) in their respective HSC exams. I would like to commend our students on their fantastic results. The school had just under 90 students sit an HSC exam in one or more subjects.

This year, six Bowral HS students featured on NESA's Distinguished Achievers List (a band 6/E4 result in one or more of their HSC subjects).

One Bowral HS student scored in the top 10 of NSW in their respective HSC course and was awarded a NESA Top Achiever accolade.

And finally, our dux for 2020 was Sunday Rapsey.



## Situational Analysis

Tell Them From Me parent and carer respondents indicated that the aspirations they hold for their children are for them to finish Year 12 (71%), go onto further studies at TAFE (49%), or attend university (32%). When compared to our overall demographics, parental views around aspirations mirror the large proportion of our parents and carers with trade qualifications and in line with expectations for their children to be 'first in family' to complete/obtain an HSC, exceeding their own level of schooling.



# Policy requirements

## Aboriginal Education Policy

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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

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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.

### ARCO Report

The excellent news is that there were no reported incidents of racism during this period. In the playground, corridors and classrooms students are observed being inclusive of all diversity.

This success can be partly attributed to actively upskilling staff and making staff aware of the imperative to call racist behaviour. The recent Black Lives Matter movement was embraced by the majority of students and this translated into more amiable behaviours.

Another factor in this year's positive result is our PBS program delivering lessons on acceptance of diversity and also making students aware of the power in calling out racist behaviour.

We aim to strengthen the culture of diversity and continue this positive trend into 2021.

## Multicultural Education Policy

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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.

## Other School Programs (optional)

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### Aurora College - Virtual Selective Stream School at Bowral High School

2020 was Bowral High School's second year in partnership with Aurora College, offering a designated stream of education to meet the needs of our gifted and talented students. Our Teacher Librarian is the Aurora coordinator and is the first point of contact for our students. Our cohort of students grew from three students in 2019 to 15 students in 2020. 2020 saw 5 students in Year 7, 2 students in Year 8, 2 students in Year 9, and 1 student in Year 10 completing their timetabled English, Mathematics, and Science Lessons.

The Year 7 - 10 Aurora students have a designated roll call in the Library with the Teacher Librarian, this ensures that students do not miss out on vital information disseminated to all Bowral High School students during roll call daily. All other subjects such as TAS and PDHPE are where Aurora students are integrated into the Bowral High School

mainstream student body. This integration ensures that Aurora students are mixing with and learning from their peers, providing a well-rounded educational learning experience. Aurora students are a vital part of our school and participate in all school activities such as swimming, cross country, and athletics carnivals, PBS, student leadership groups, and a selection of other student-chosen activities. 2020 saw, for the first time at Bowral HS, 5 students in Year 11 studying Chemistry through the Aurora Virtual High School Program.

The Aurora classroom at the rear of the library is state of the art with all students having access to a Bowral High School desktop computer, ergonomically designed desk, chair, and other soft furniture and a fridge as well as an Aurora provided laptop, headphones, and camera. The space is air-conditioned for both warmth and cooling to ensure that students are able to perform to the best of their ability.

Applications for 2021 predict that Aurora will again increase, and no matter how the Aurora timetable appears when overlapped by the Bowral High School timetable, no student will be working alone. All will be supported by students close to their own age and be a vital part of our student body as we move forward in the years to come.

### **Library Refurbishment**

In 2020, the final refurbishment phase of the Bowral High School library was completed, inclusive of new window treatments, a fresh coat of paint in a cooling colour of light neutral soft grey. Also, the addition of students' work displayed on walls and on the tops of bookshelves throughout the Library that has enhanced the space, but more importantly, showcases the high quality of work produced by students at Bowral High School for all users of the space. The recognition and celebration of our student's work is an important part of what we do, with work regularly updated as it comes to hand via our CAPA faculty.

### **Breakfast Club**

Due to the significant impact of COVID- 19 in 2020, Breakfast Club ran for only six weeks during Term 1. It was supported by local clubs, organisations, and businesses, including Bowral-Mittagong Rotary, Bowral Country Women's Association (CWA), and a host of members from the public. Students at Bowral High School were provided with the opportunity to access a hot or cold healthy breakfast two mornings a week throughout this limited program in our Home Economics rooms. We are hoping that in 2021 we will be back in full swing, as we were pre-COVID, in support of our Bowral High School students.

### **Student Leadership at Bowral High School**

#### **Prefects**

This year the Prefect group saw new and reformed times that reflected the changes in society as a whole. A significant part of the leadership group's commitments normally comes in the form of community events and ceremonies, such as Remembrance and ANZAC Days, and assisting with a range of school-based events. Of course, many of these occasions did not occur in the same format or take place due to COVID-19 restrictions.

Many of the roles that Prefects take on include those that are not necessarily in the broad public eye and, in this sense, the group of 2019-2020 certainly lived up to expectations. Obviously, Prefects are elected through a rigorous process and the progress towards Captaincy involves even more effort.

The 2019-2020 Prefects led by example in terms of conduct and appearance and, as such, demonstrated the high standards of behaviour and attention to the wearing of their uniform each day with the utmost of pride, providing a strong example for all Bowral High school students. This is always important in a leadership group yet when it is done well can tend to go to some degree unrecognised. This year's team completed the role to the highest of standards.

The restrictions that affected so much of 2020 were not in place when this Prefect group commenced their tenure and as such, they did hit the ground running in terms of charity work for the Salvation Army with the traditional and popular Christmas Giving tree. This was a huge success once again.

Fund-raising barbecues, a School Captain-inspired initiative, were also very popular late in 2019. Apart from attempting to raise funds to assist school projects, the Friday morning events also proved to be a pleasant social occasion allowing students from a range of year groups to associate together before commencing their respective school commitments for the day.

While 2020 may be viewed as a somewhat subdued time for many groups across the community as a whole, the brief time that allowed the 2019-2020 Prefect group to operate on a more elaborate platform did see them live up to the roles that they applied for. The members of the group demonstrated great enthusiasm and vigor. Their example was strong throughout the entire year and, as such, they are to be congratulated.

## **Student Representative Council (SRC)**

2020 presented many challenges for the Student Representative Council (SRC) as many of the fundraising events and activities were unable to run due to COVID-19 restrictions. However, this did not stop the SRC from trying to make a positive impact around the school.

The SRC was instrumental in launching the Safe Space within the school, running a week of engaging activities including an escape room and a 1000 piece puzzle challenge. This space is accessible to all students who need a break from the playground and the SRC look forward to providing ongoing activities and support to this space throughout 2021.

Due to the unprecedented obstacles of 2020, the SRC wanted to run a whole school event to lift student spirits, after the Positive Behaviours for Success day was unable to be held at the end of term 3. The SRC designed and hosted a Haunted House, involving members from the other leadership groups of the school to host fun games and activities during the remainder of the lesson. The students reported that this was a great experience, and everyone got really involved on the day.

Along with supporting whole school initiatives, the SRC also ran a Crazy Hair Day in support of Cystic Fibrosis and a Jersey Day for the Children's Cancer Council.

The SRC, along with the other leadership groups, had the opportunity to attend the Whitlam Youth Round Table and express the areas in the school and community that were most important to the youth of today. All the students who attended thought it was a great experience, where they were provided with an opportunity to collaboratively discuss common issues with other schools from the local area.

The SRC is looking forward to a busy 2021.

## **Interact Club**

Bowral High School's Interact Club, which is sponsored and supported by Bowral-Mittagong Rotary Club, only ran during part of Term 1 and 4 2020, due to the significant impact of COVID-19 and our inability to coordinate face to face meetings. Our Interact students organised a BBQ in the Highlands during 2020, and donated all monies raised toward the fight against wombat mange in and around the Bundanoon area.

## **Sports Council (SPC)**

COVID-19, lockdowns and restrictions of school sport had a major impact on the Sports Council in 2020. Prior to restrictions being imposed, SPC members assisted at the school's annual swimming carnival, initiated an Oz Tag competition during lunchtime for interested Bowral High School students, and participated in the Clean Up Australia program, which included supervising and supporting junior students and Support unit students throughout the initiative. While opportunities to promote participation in sport were sought and planned for, 2020 was significantly impacted by COVID-19 restrictions for this year's Sports Council.

## **Drama**

Drama has been an engaging and rewarding subject for our students. All elective classes (9,11 and 12) created performances each term, although we were not able to invite live audiences. All classes participated in online learning via Zoom and Google Classroom. Our Year 12 cohort performed extremely well in difficult circumstances as 30% of their course was cancelled, and their practical examination substantially altered.

## **Schools Plus Grant:**

### **Bowral High School: Supporting student wellbeing during crisis**

A twenty thousand dollar grant was awarded to support ensemble-based drama activities that teach social and emotional learning skills to our students. The first activity was a Term 4 Mufti Day, led by the Joint Leadership Committee. The Haunted House component, led by year 9 Drama and the SRC, was a resounding success, giving our students a much needed opportunity to have fun and be creative. We have also bought quality audio-visual equipment so that our Entertainment students can provide quality footage that will connect us to the wider community.

## **STEAM**

The STEAM program for Year 7 last year included cross-curricular learning in English, mathematics, HSIE, science, TAS, and CAPA. Students studied a variety of topics including renewable energy, building and construction, the animal world, and water. Students linked their learning to real-world opportunities including sessions with industry experts from

Boral and Mogo Zoo.

STEAM students engaged in a variety of hands-on, project-based learning experiences. These included constructing their own sustainably-powered teenage retreat, collaboratively designing and developing their own 3D-printed city blocks, and creating a virtual reality zoo enclosure. Students had the opportunity to engage with a wide range of digital technologies to enhance their learning.

The Year 7 2021 STEAM program was promoted through a well-attended digital event. A large number of applications were received and a full Year 7 STEAM class was created for 2021.

Teaching staff delivering the STEAM program collaborated closely throughout the year to create a detailed scope and sequence and teaching and learning programs, as well as sharing successful practices. The work of STEAM teachers Emily Millan, Andrew Hawker, Ben Pearce, Sam Schroder, Sarah Smith, and John Staats was integral to the program's success in 2020.

### **COVID-19 Remote Learning @ home (T+L experiences students & staff (google classroom/zoom/other tech platforms) + innovative T+L practices)**

During the COVID-19 lockdown, BHS utilised a range of platforms to ensure continuity of learning for all students. The key platforms teachers used to deliver engaging online learning experiences included Google Classroom, Zoom and Edrolo, as well as subject-specific platforms such as Mathletics.

To support equity in student learning, the school was able to make devices and internet connection dongles available to students who required technology provision at home. Other materials also supplemented online learning, such as practical project kits for construction at home delivered by the TAS faculty.

The staff made use of a variety of methods to engage and communicate with students. Many teaching staff created video tutorials, interactive documents, and digital resources to deliver learning.

### **Vocational Education and Training (VET)**

Our VET courses delivered in 2020 for stage 6 were BSB20115 Certificate II in Business, CPC20211 Certificate II in Construction Pathways, CUA30415 Certificate III in Live Production and Services (statement of attainment), and SIT20316 Certificate II in Hospitality. We again saw an increase in interest in VET frameworks which all meet the demands of local industry employment opportunities.

Due to the adverse conditions of 2020 and the COVID-19 pandemic, the delivery of courses including practical lessons and work placements were affected significantly. VET trainers successfully delivered coursework through the use of Google Classrooms for theory work which the majority of students used to the best of their ability. Upon return to classrooms, more hours were spent in practical lessons for trainers to observe student demonstration of skills required. Due to the decrease of business hours, the ability to host work placement students was not possible and students were provided with an exemption from completing 35 hours last year. We have also seen some decrease in hosts due to either businesses closing, increased capabilities working from home, or a downturn in customers.

In October 2020, our VET team underwent the three-yearly internal audit for Ultimo RTO90072. We received excellent feedback with minimal recommendations which were a vast improvement from the previous audit in 2017. We did not have any compliance issues. Our facilities, teaching practices, resources, and organisation were mentioned as our strengths in delivering VET at Bowral High School.

As our course demands increase so does the need for teacher training. Mr Darren Payne was successfully accepted into the Construction re-training program to meet the demand for growth in the course. Mr Scott Rabbidge was accepted into the Metals and Engineering course for future opportunities for our students as well as Mrs Nicole Reay and Mrs Emily Millan being accepted into Skills for Work and Vocational Pathways. All re-training courses were postponed to 2021 but will provide a depth of opportunity for our students which meets both industry and training needs within our community.

### **Wellbeing**

2020 had significant impacts on the physical, social, emotional, cognitive and spiritual wellbeing of students and staff in our school. Prior to the beginning of the school year, natural disasters played havoc on the local community in the form of catastrophic bushfires, followed by substantial flooding; of which students from the northern villages of our drawing area were significantly impacted. Eight weeks into the new school year, just as Year 7 were settling into school routines and procedures while Year 12 were almost midway through their HSC courses, the COVID-19 pandemic forced community-wide lockdown orders, including the move to delivering teaching and learning via online means and methods. As such, the 2020 review of wellbeing is viewed through the lens of the disruption caused by the natural disasters and pandemic, resulting in redefining and leading alternate ways to go about wellbeing programs, initiatives and planning at the universal, targeted and intervention levels.

## **Wellbeing Programs**

In 2020, Bowral High School had more than 60 wellbeing programs, initiatives and events to support our diverse learning community at universal, targeted and intervention levels. These ranged from strong LST structures, Year Advisor Stage 3 to Stage 4 transition processes, development of student voice through student leadership, a celebration of Australia-wide wellbeing events like R U OK and Internet Safer Day, NSW Health vaccination programs, closely working with our local interagency providers ReFrame, Highlands Youth Hub and Mittagong PCYC to engage students with aspects of physical, social, emotional, cognitive and spiritual wellbeing.

### **Stage 3 to 4 Transition**

Bowral High School worked closely with its feeder community of schools as part of the transition process. While COVID-19 initially impacted on-site taster lesson sessions, innovative virtual transition activities were implemented with Stage 3 students coming to Bowral High School in 2021 in consultation with CoS teachers. Our Year 7 2021 and Year 7 2022 Advisors visited the primary schools several times in the latter part of 2020 once COVID-19 restrictions for cross-school visits were permitted again, allowing for a range of age-appropriate wellbeing activities to occur. Small group additional visits for students with diverse needs were conducted by the Head Teacher Wellbeing and LaST at each of the CoS schools that would normally be held at our campus. During Term 4, transition handover meetings to discuss the academic and wellbeing needs of Year 7 2021 were facilitated via Zoom, which involved our Head Teacher Wellbeing, Year 7 2021 Advisor, LaST and the Stage 3 AP and their teams across 13 schools to ensure all students transitioning to Bowral High School were known, valued and cared for with extensive background information. Year 7 2021 will be the first cohort to have timetabled Wellbeing lessons as part of the transition process, to build connections social and emotional learning and explicitly cover our PBS expectations of respect, responsibility and fairness.

### **Positive Behaviours for Success (PBS)**

Positive Behaviour for Success (PBS) has faced a number of challenges in 2020. PBS assemblies during Term 1 2020 were moving to a student-led process involving the school's leadership groups: Prefects, SRC, Interact and the Sports Council. As the expectation and routine of student leaderships driving the assembly organisation and PBS messages was gathering momentum, the COVID-19 pandemic shifted learning online and the ability for the school community to come together in an assembly format was unable to proceed around COVID-safe guidelines when face to face schooling returned. The inability to have regular PBS assemblies as part of being a connected school community did have a sizable influence on consistent reinforcement of student behaviour and daily notices were not effective in driving reminder PBS messages about expected behaviours. Additionally, it was observed that our Year 7 2020 cohort missed the implicit understanding of our school values of respect, responsibility and fairness, and thus, discussions with students about expected behaviours that the rest of the school were explicitly taught had little connection to those students.

Subsequently, Year 7 2021 and future cohorts will be, as part of a weekly timetabled Wellbeing lesson, explicitly taught our school values across classroom settings and specialised locations across the school, in addition to a greater focus on social and emotional wellbeing commensurate to the transition process. The return of PBS assemblies driven by our student leadership groups will be a feature of 2021 with the eased COVID-19 restrictions, however, virtual PBS assemblies will result if there is a change to restrictions for our school community to ensure consistent messages about behaviour are explained and reinforced. This will also allow our student leadership groups to share a range of initiatives that support the social, emotional and physical wellbeing of our students for greater connectedness to our school.

### **Creative and Performing Arts (CAPA)**

This year we saw the program Bandemonium initiated at Bowral High School.

Again, we witnessed outstanding results in HSC Visual Arts with two Art Express nominations.

We saw students and staff embrace remote, online learning which helped increase staff proficiency in ICT throughout the year, when teaching face to face, and remotely when students were learning from home.

All of our drama elective classes in stages five and six still managed to create performances each term despite COVID setbacks.

Our drama teacher Ms Saboisky successfully applied for and received a Schools Plus Grant worth \$20 thousand dollars. This enabled students to engage with opportunities which would otherwise be unavailable, such as the highly successful year 9 Drama haunted house project toward the end of the year in term four.

There was a sizeable increase in CAPA elective numbers for the 2021 school year.

Finally, our Head Teacher CAPA, Mrs Michelle Young, received the prestigious Teacher's Mutual Bank award for outstanding HSC results and success via her students' work in the statewide Art Express.

