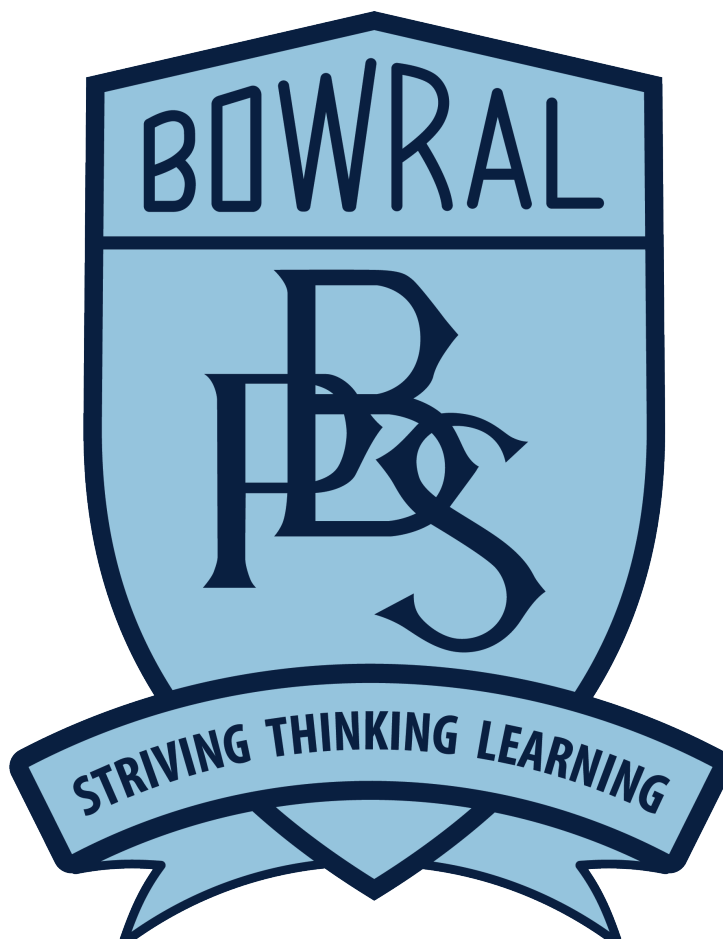


# 2021 Annual Report

## Bowral Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Bowral Public School

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BOWRAL, 2576

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## School vision

At Bowral Public School, we celebrate the unique gifts of every child and are committed to inspiring, empowering and nurturing them to achieve their personal and academic best, while maintaining a deep sense of connection.

## School context

### Context

Our community is aspirational and highly invested in the education of all students. Our parents and carers feel a strong sense of ownership of our school, and work in close partnership with teachers to continue to strengthen our reputation of excellence. There are many opportunities for community members to participate in school programs and events. Our committed Parents and Citizens Association works hard to support our staff to enable the best opportunities for our students. Our presence within our wider local community is strong, and we participate in important community events such as the Anzac Day march, Tulip Time performances, Carols at Bradman and BDAS Art Gallery exhibitions.

Our students demonstrate a high level of academic potential and value their schooling outcomes. There is a high rate of student participation in extra-curricular opportunities. Many are involved in programs and talent pathways in public speaking, debating, singing, music, drama, science and engineering, and a wide range of sports. Students regularly represent at state level competitions and performances. Student leadership programs, such as our active School Representative Council, put a strong emphasis on student voice and nurture leadership from Year 2 to Year 6. Our Playground PALs and class buddy programs promote friendship and student mentoring across the whole school.

Wellbeing is at the heart of our inclusive educational program because it underpins every child's potential to achieve. Our playgrounds are well resourced with stimulating play spaces to engage a range of interests. We take a positive approach to equipping children with the social and emotional skills they will need to be empowered and resilient citizens and leaders in the future.

Distributive leadership and collaborative practice aims to empower staff and enhance and harness every teacher's areas of expertise and interest. School leaders are leading improvement and change. Whole-school systems of practice are ensuring that all teachers and all students embrace a culture of high expectations. We work together towards students being self-directed, independent learners.

Bowral Public School engaged in an extensive consultation process with staff and community to complete a rigorous situational analysis leading to the identification of three key areas for our future strategic direction.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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: Student growth and attainment

### Purpose

Student outcomes in reading and numeracy will be improved through consistent use of data-driven, evidence-based teaching practices across the whole school to meet the needs of every student.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The Effective Use of Data
- Whole-school Data Analysis
- Effective teaching in Literacy and Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$24,629.71

**Literacy and numeracy intervention:** \$58,861.95

**Socio-economic background:** \$28,986.04

**QTSS release:** \$104,381.86

**Integration funding support:** \$149,149.00

**Low level adjustment for disability:** \$112,118.00

### Summary of progress

In 2021, our focus was to improve spelling, grammar and punctuation, reading, writing and numeracy. As a result the Effective Spelling program was introduced in K-2 in 2020 and across all classes K-6 in 2021. Our data indicated we are trending with state and SSSG but below SSSG in Year 3. Our data is trending below state and well below SSSG in Year 5.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be trending towards the system-negotiated lower bound target of 46.7%	39.31% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be trending towards the system-negotiated lower bound target of 61.8%.	55.98% of students are now in the top two skill bands (NAPLAN) for reading indicating progress yet to be seen toward the annual progress measure.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be trending towards 60.3%.	The percentage of students achieving expected growth in numeracy increased to 63.89% indicating achievement of the progress measure.
Increase the percentage of students achieving expected growth in NAPLAN reading to be trending towards the system-negotiated lower bound target of 68.5%.	The percentage of students achieving expected growth in reading decreased slightly in 2021 to 67.53% although it is still trending towards achieving the system-negotiated lower bound target.
An Individual Learning Plan, Personalised Learning Pathway or Out-	Individual Learning Plans (IEP) format needs reviewing in 2022, to align to DoE expectations. The Learning and Support Team processes, continue to

of-Home Care plan will be prepared with negotiated SMART goals for every qualifying student and stored on a shared database. These will be reviewed at least once per term with families.

be improved and refined.

All planned initiatives were delayed in 2021, requiring this work to be postponed to 2022. To date, 20% of staff were able to fulfil this progress measure.

## Strategic Direction 2: Empowering Teachers Through Collaborative Practice

### Purpose

Teachers will engage in systematic, collaborative practices to continue to deepen their professional knowledge and share their expertise to ensure every student achieves their potential.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Shared Professional Learning
- Teacher and Leadership Development
- Collaboration In Action

### Resources allocated to this strategic direction

**Professional learning:** \$42,703.91

**Location:** \$7,430.20

**Per capita:** \$138,049.39

### Summary of progress

The Challenging Learning project was successfully grown from the initial 3 coaches building their capacity to leading a group of 10 teachers who opted in to the program. The teachers reported this impacted positively on their pedagogy. The teachers report through surveys that they would like ILs to support their classroom practice through a model of working shoulder to shoulder in the classroom, providing demonstration lessons and feedback on implementation.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Every teacher will participate in relevant, evidence-based professional learning.	The focus is on vocabulary, numeracy, Challenging Learning, PMSTI and HPGE. Exiting 2021, staff feedback indicated a preference to further simplify and streamline our areas of focus.
Create shared mental models with and for all teaching staff.	Further professional learning and collaborative discussions will be required in 2022 at the stage and whole school level.
Coaching teams are trained in best-practice teaching methods and systems are embedded to enable collaboration and modelling.	The growth coaching strategy was applied to the IL roles, CLP, Maths Crew and AP support of PDP processes. Training will continue throughout 2022.

## Strategic Direction 3: Empowering learners

### Purpose

Student outcomes will be enhanced through a culture of lifelong learning in which all students embrace challenge, respond constructively to feedback and engage in deep, critical thinking.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhancing Student Growth
- Self-Efficacy
- Enhancing Student Dispositions

### Resources allocated to this strategic direction

**Aboriginal background:** \$9,147.99

**English language proficiency:** \$28,207.57

**Low level adjustment for disability:** \$60,531.68

**Rural and Remote Initiatives Grant:** \$40,000.00

**School support allocation (principal support):** \$28,022.05

### Summary of progress

Progress was made towards broadening student perspectives on learning through a coaching model to implement the Challenging Learning Project across the school. In 2022, we will expand on the focus of questioning and dialogue to include feedback. This will assist in students' experience and understanding of challenge and develop their self-efficacy in their learning. This, in turn, should enhance positive relationships and motivation to learn, leading to the maintenance of a positive classroom climate underpinned by high expectations to succeed.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student wellbeing at Bowral Public School will be trending towards the system-negotiated baseline target of 88.1%. Positive Behaviour for Learning school-wide evaluation tool results above 85% and benchmarks of quality evaluation tool results above 85%.	A decision was made to use the data collected from the Tell Them From Me surveys to measure wellbeing rather than use the PBL assessment tools. 91% of students report positive behaviour at school. Our TTFM data tells us that in 2022 we need to focus on developing positive relationships (student to student and student to teacher), maintaining a positive classroom climate, interest and motivation in learning, high expectations to succeed and attitudes towards homework.
Student attendance at Bowral Public School will be trending towards the system-negotiated baseline target of 87.7%.	Student attendance in 2021 is at 93%. In 2022, we need to continue to consistently monitor attendance and put appropriate interventions in place to ensure this upward trend continues.
The majority of students understand and can articulate what challenging learning means.	Students have participated in Challenging Learning lessons and many teachers have adjusted their pedagogy to increase opportunities for student voice in the classroom through techniques in dialogue and questioning. In 2022, we need to continue to develop collective efficacy amongst staff in relation to what challenge means in the classroom and provide opportunities for students to recognise and articulate what challenge means for their learning.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,149.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bowral Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching in Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Integration funding supports teachers in classes to work with identified students by working with Learning and Support Officers (SLSOs).</li> <li>• Professional learning for SLSOs to maintain current practice.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> School Learning and Support officers effectively support and are trained to address the identified needs of students with integration funding support. Additional funds will be allocated to support the ongoing learning needs at a classroom level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> SLSOs will continue to support individual students and their needs. This includes ongoing professional learning for teachers and SLSOs. Funds will also be used to release teachers to work with the Learning and Support Team and parents to collaboratively develop and formalise individual learning plans.</p>
<p>Socio-economic background</p> <p>\$28,986.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bowral Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching in Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• All assistant principals providing curriculum and pedagogical support to all teachers through a structured timetable.</li> <li>• K-3 teachers accessing coaching and modelling in evidence-based pedagogy for teaching reading.</li> <li>• K-6 teachers accessing coaching and modelling in evidence-based pedagogy for teaching numeracy.</li> <li>• The appointment of a high potential and gifted student coordinator.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improvement in student learning outcomes, as evidenced in the 2021 NAPLAN:</p> <ul style="list-style-type: none"> <li>* Year 5 Numeracy, Bowral students performed 18.51% above state average.</li> <li>* In Year 5 Reading, Bowral students performed 28.23% above state average.</li> <li>* In Year 3 Numeracy, Bowral students performed 5.7% above state average.</li> <li>* In Year 3 Reading, Bowral students performed 18.76% above state average.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to maintain 2 instructional leaders to support teachers in delivering professional learning that builds teacher capacity across syllabus outcomes.</p>

<p>Socio-economic background</p> <p>\$28,986.04</p>	<p>We will maintain a focus on developing teacher use of Learning Intentions and Success Criteria driven by the Literacy and Numeracy progressions.</p>
<p>Aboriginal background</p> <p>\$9,147.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bowral Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Student Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• ongoing monitoring of Aboriginal student wellbeing with the use of SENTRAL.</li> <li>• engaging the support of SLSOs to assist in the intervention of support to identified students in literacy and numeracy.</li> <li>• providing Aboriginal students access to financial support for excursions and other wellbeing needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students being supported through financial assistance in the cost of excursions uniforms, and other wellbeing needs. Additionally, Aboriginal students benefited from learning and support teacher programs that focused on reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the current focus.</p>
<p>English language proficiency</p> <p>\$28,207.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bowral Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Student Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to provide intensive support for identified students in beginning and emerging phases.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a support teacher to address the language needs of EAL/D students. EAL/D students are now more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the EAL/D teacher will continue to support EAL/D students. Ongoing professional learning will identify language and cultural demands.</p>
<p>Low level adjustment for disability</p> <p>\$172,649.68</p>	<p>Low level adjustment for disability equity loading provides support for students at Bowral Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching in Literacy and Numeracy</li> </ul>

<p>Low level adjustment for disability</p> <p>\$172,649.68</p>	<ul style="list-style-type: none"> <li>• Enhancing Student Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• targeted students provided with an evidence-based intervention literacy programs to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The program resulted in:</p> <ul style="list-style-type: none"> <li>* an increase of students achieving at or above expected growth, as identified in NAPLAN results.</li> <li>* a more consistent approach to student learning support and interventions.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$7,430.20</p>	<p>The location funding allocation is provided to Bowral Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Teacher and Leadership Development</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• appointment of a high potential and gifted student coordinator.</li> <li>• classroom teachers accessing to coaching and leadership in innovative classroom pedagogy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all teachers being given access to cutting edge pedagogy, despite the remote location. Instructional leaders are given release to attend current professional learning that builds the capacity of classroom teachers in delivering relevant and current curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to develop and deliver professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$24,629.71</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bowral Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• The Effective Use of Data</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• provide every teacher with whole-school assessment schedules and all scope and sequences, including staff training and support in literacy and numeracy</li> <li>• updating reading resources to meet the needs of students.</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Early Stage 1 and Stage 1 teachers building personal knowledge and skills in the 'Science of Reading' to improve student reading and phonic knowledge. This has resulted in an increase in student understanding and knowledge of fundamental phonemic awareness and phonics skills and an</p>

<p>Literacy and numeracy</p> <p>\$24,629.71</p>	<p>increase in the student understanding of Stage 1 phonics standards.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to maintain a focus on clear and consistent implementation of scope and sequences. Teachers and executive will review and refine whole school assessment schedules to ensure alignment to current syllabus requirements.</p>
<p>QTSS release</p> <p>\$104,381.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bowral Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching in Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employing two instructional leaders to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• providing assistant principals with additional release time to work alongside the instructional leadership team and classroom teachers to support classroom programs.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice and the use of the Literacy and Numeracy progressions to identify evidence informed pedagogy that meets student needs. Teachers are developing in the use learning intentions, success criteria and collectively are developing a deep understanding of formative assessment. Teachers are beginning to embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> a continued focus, through the collaborative work of the instructional leadership team, will be on deep understanding and emphasis on the use of Learning Intentions and Success Criteria and deep analysis of formative and summative assessment data referencing the Literacy and Numeracy Progression.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bowral Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching in Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist teachers to support the delivery of evidence-based literacy and numeracy programs and data driven practices.</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. The school will continue to prioritise the instructional leadership programs that build teacher capacity to deliver quality, differentiated literacy and numeracy programs.</p>
<p>COVID ILSP</p> <p>\$96,366.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals. 91% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	303	300	304	287
Girls	288	282	256	244

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	94.9	90.1	92.9
1	95.7	93.3	91.1	92.3
2	95.1	94.6	90	93.5
3	95.2	93.9	91.7	94.6
4	95.1	93.4	87.7	94.4
5	94.8	95	89.5	93.4
6	93.5	95.2	89.4	93.5
All Years	94.8	94.3	89.8	93.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	23.07
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.06

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	398,414
<b>Revenue</b>	5,479,787
Appropriation	5,280,974
Sale of Goods and Services	7,308
Grants and contributions	190,981
Investment income	424
Other revenue	100
<b>Expenses</b>	-5,306,426
Employee related	-4,730,252
Operating expenses	-576,174
<b>Surplus / deficit for the year</b>	173,362
<b>Closing Balance</b>	571,776

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	124,771
<b>Equity Total</b>	238,991
Equity - Aboriginal	9,148
Equity - Socio-economic	28,986
Equity - Language	28,208
Equity - Disability	172,650
<b>Base Total</b>	4,347,377
Base - Per Capita	138,049
Base - Location	7,430
Base - Other	4,201,898
<b>Other Total</b>	420,899
<b>Grand Total</b>	5,132,038

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.

## Parent/caregiver, student, teacher satisfaction

Education in 2021, was shaped by the COVID-19 pandemic and the ability of all schools to transition rapidly to the learning from home model. The learning generated from this period, at both a school and system-level was significant. Bowral Public School surveyed parents and staff to seek feedback regarding their experiences throughout this time.

For many students and their families, the learning from home experience was a positive one. 'Learning from home' allowed many families to get a closer insight into their child's learning performance and academic interests. Some students thrived working independently, however many students missed the structure of school, the guidance of their teacher and the friendship of their peers. Equally, many parents felt stretched between the competing priorities of work and school.

The 2021 Tell them From Me survey provided valuable feedback from parents and the community. Parents' responses indicated they felt welcome at the school, with a score of 7.3. Parents felt their child/ children felt safe at school, with a score of 8.1. Communication is valued by the community, 74% indicated that they preferred text message communication; 72% liked the social media presence; 67% valued the school website; 95% appreciated the school newsletters and 95% indicated that they valued emails for school communication.

The Tell them from Me survey for teachers also provided valuable feedback. Teachers scored 8.3 for setting high expectations; with a score of 7.9, teachers rated that lessons were relevant to experiences; teachers scored their use results from formal assessment tasks to inform future lessons at a score of 8.3.

169 students from years 4, 5 and 6 participated in the Tell them from Me survey in 2021. The Tell them from me wellbeing aggregate score was 84.88%. 89% of students reported a strong sense of advocacy at the school; 95% reported they felt high expectations for success and 78% of students felt a strong sense of belonging.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.