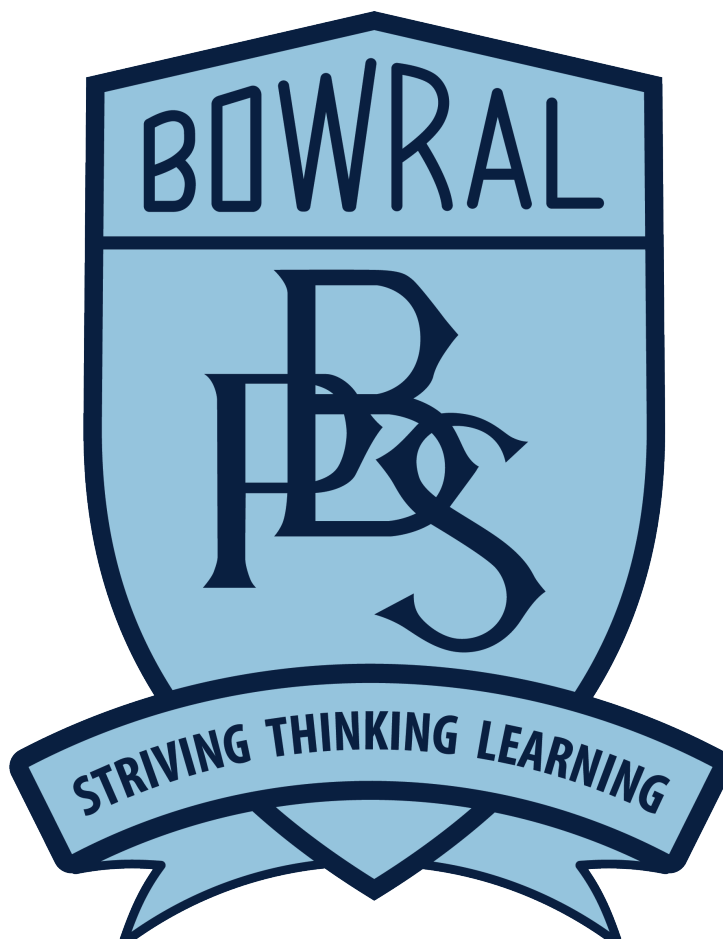


2022 Annual Report

Bowral Public School



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Introduction

The Annual Report for 2022 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.

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School vision

At Bowral Public School we promote a culture of high expectations and are committed to knowing every student and empowering them to become self-regulated, curious, lifelong learners.

Our values of striving, thinking and learning are underpinned by collaboration, creativity and innovative practice.

We have strong connections with all stakeholders and our wider community to ensure everyone has a voice and can contribute to every child's education and wellbeing.

School context

Context

Bowral Public School is situated in the Wollondilly Principal's Network of schools. The school is part of the Wingecarribee Shire Council area, an area that is well known for its historic significance.

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.

Our current enrolment sits at around 521 students. We foster inclusivity, ensuring every student feels a strong sense of connection to the school. Of our school population, 2% of our students identify as Aboriginal, approximately 6% come from backgrounds where English is the second language. The school's FOEI is 42 and has remained stable for a number of years.

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. Our Wellbeing program follows similar structures to the Positive Behaviour for Learning program and will incorporate the 'BeYou' in 2022.

Bowral Public School staff support and nurture the academic, social and emotional wellbeing of all students. Distributive leadership and collaborative practice builds teacher capacity and empowers them to deliver quality and inclusive education to every student. School leaders are leading improvement and change in developing processes and systems that enhance collective efficacy at all levels. All staff and students embrace a culture of excellence and high expectations. We work together towards students being self-directed, independent learners.

Our parents and carers feel a strong sense of connection to the school and work shoulder to shoulder with teachers to continue to strengthen our commitment to student improvement. There are many opportunities for community members to participate in school programs and events. Our committed Parents and Citizens Association works hard to support teachers to enable the best opportunities for all. 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.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Evidence based practices in planning, teaching delivery and assessment ensures we meet the needs of all students to develop strong skills in reading and numeracy. Teachers will collaboratively develop differentiated programs that are responsive to the individual learning needs of all students. Processes will ensure consistent implementation of quality pedagogy to support measurable improvement in student learning outcomes.

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.

- Effective Teaching and Learning Practices
- The Effective Use of Data

Resources allocated to this strategic direction

Literacy and numeracy: \$24,629.00

: \$0.00

Literacy and numeracy intervention: \$35,333.53

Low level adjustment for disability: \$53,259.74

Summary of progress

During 2022, the school focus was to develop the initiative, **Effective Teaching and Learning Practices** focused on literacy and numeracy practices, K-6. These involved teachers being exposed to and trialling new evidence-informed pedagogies in classrooms.

In Numeracy, a "Maths Crew" of 8 teachers across K-6 undertook weekly professional learning throughout Term 3 with an Instructional Leader and a Primary Mathematics Specialist role. The focus of these sessions was the research-driven pedagogy of Number Talks. This pedagogical practice offers opportunity for formative assessment, building cultural norms and daily explicit teaching of mathematical thinking, thus forming an integral part of the Teaching and Learning Cycle. Although teachers had been exposed to this practice previously, a baseline pre-professional learning survey indicated it had not been embedded into regular practice and teachers were wanting further professional learning. After participating in professional learning sessions where they had the opportunity to collaboratively plan targeted Number Talks, the Maths Crew teachers invited a stage colleague into their classroom to observe their practice and complete a reflection template. In Term 4, these colleagues had the opportunity to attend the professional learning sessions to enhance their own understanding and skills in the Number Talk pedagogy. As a result, 16 out of 22 class teachers participated in regular professional learning and observation sessions in the area of Numeracy. A post-professional learning survey indicated growth in the frequency and quality of teachers' use of Number Talks as part of the Teaching and Learning cycle. This cycle of observations and reflections also contributed to enhancing the culture of collective efficacy, with teachers working collaboratively to enhance each other's practice.

In Literacy, the Science of Reading research was introduced to K-4 teachers as the school was successful through an Expression of Interest process to user-test the new K-2 English and Mathematics syllabuses. Teachers in K-2 taught explicit, systematic phonics lessons aligned to decodable readers. Home readers were also purchased to supplement this evidence-informed practice. The Heggerty's phonological awareness program continued to be utilised to build students' oral language skills. Stage 2 teachers embraced aspects of Scarborough's Reading Rope including the teaching of explicit vocabulary lessons, peer fluency reads and building background knowledge through integrating Key Learning Areas. This will continue to be built upon next year. Parent workshops were delivered on the Science of Reading research by the Instructional Leader and all responses to exit tickets were positive. Stage 2 and 3 teachers were exposed to and implemented Tessa Daffern's 'Components of Spelling' research. Students pre and post spelling results were analysed and indicated growth especially in phonological and morphological concepts. As indicated through student assessment data in literacy and numeracy, the Instructional Leader and introduced pedagogies has had a positive impact on student growth.

Data collection and analysis is an ongoing process and systems, and structures will be formed in 2023 to further support **The Effective Use of Data** initiative.

The impact: teachers have a greater understanding of using triangular data to make informed decisions about future teaching and learning programs, evaluative practices improved and relational trust continues to evolve.

In 2023, strategic timetabling will allow Assistant Principals to work shoulder to shoulder with the Assistant Principal,

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
7.7% uplift in the proportion of students achieving in the top two bands of NAPLAN numeracy.	2022 NAPLAN data indicates 42.57% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 3.59%.
6.3% uplift in the proportion of students achieving in the top two bands of NAPLAN reading.	2022 NAPLAN data indicates 67.79% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
NAPLAN numeracy expected growth unable to be reported due to the cancellation of NAPLAN in 2020. Expected growth to be monitored by internal data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN reading expected growth unable to be reported due to the cancellation of NAPLAN in 2020. Expected growth to be monitored by internal data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

High impact professional learning and collaborative programming will ensure all teachers engage in cutting edge, research-based pedagogical practice. Differentiation will be embedded into programming to ensure every student is challenged to meet their individual learning goals. Teachers, students and families invest in a partnership of high expectations to maximise the learning outcomes of every student. Our students will be critical and creative thinkers who can communicate and collaborate with others locally and globally, celebrating a love of learning.

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.

- High Expectation for Challenge
- Collaborative Culture for Collective Teacher Efficacy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$25,000.00

Summary of progress

During 2022, the school engaged with the 'Challenging Learning' project. **Challenging learning** is about making learning more challenging resulting in students being more engaged in their own learning. Staff were involved in professional learning with a focus on '**Feedback**' and '**Differentiation**' in enhancing student outcomes.

Staff also fully engaged with the document 'What Works Best' to improve daily practice whilst embedding **High Expectations for all**.

The purpose is to support students in becoming independent, self-regulated learners. It is hoped all students will know;

1. How they learn
2. What they are learning
3. How to further challenge themselves in order to progress

An underpinning focus has been to develop strong, professional relationships, embedding a K-6 shared understanding of where teachers are and where they need to go. Teachers have embraced the change and continue to work towards achieving this. The school works towards embedding explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

The school's focus was to develop a collaborative culture: embedding explicit systems enables respectful professional dialogue that enhances reflective practice and supports student improvement.

The school developed a consistent approach that involved teachers K-6, using a whole school strategy. The school is working towards students being able to be responsible for their own learning intentions and success criteria.

To achieve this developing goal, the school engaged the services of the Challenging Learning mentors (James Nottingham & George Telford).

The impact of this initiative is that we all have a shared understanding of the need to provide feedback with the purpose of enhancing student and teacher learning. The school is also continuing to develop a number of strategies for classroom management and student engagement.

In 2023, the school will hold 3 way interviews with student/teacher/parent, to develop learning goals, collaboratively.

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
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Observation/ survey(data) indicates 25% of staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students.	Internal survey data shows that 30% of staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students. Tell them from me data shows that 44% of students report they have challenging and achievable learning goals.
Self-assessment against the School Excellence framework shows the theme of Feedback and differentiation from delivering to sustaining and growing.	Self-assessment against the School Excellence framework shows the school currently performing at working towards delivering in the theme of feedback while the theme of differentiation of assessment has remained at delivering.
Document analysis of learning programs indicates 20% of learning programs include evidence of adjustments made to accommodate individual student needs to develop the skills to reflect, explain and check processes to reach conclusions.	Document analysis of learning programs indicate 20% of learning programs include evidence of adjustments made to accommodate individual student needs, evidenced by the use of individual education plans and explicit program differentiation.

Strategic Direction 3: Wellbeing and Engagement

Purpose

Wellbeing and attendance initiatives will connect with and support the whole child in being able to succeed, thrive and engage positively in their learning. Every child will be known valued and cared for.

Our school is committed to meaningful partnerships with families and the wider community, and other educational partners, including the AECG, creating an inclusive, high performing school.

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.

- Connecting to Student Wellbeing
- Connecting and Engaging Respectfully with Community

Resources allocated to this strategic direction

Location: \$7,685.00

Summary of progress

During 2022, the initiative, **Connecting to Student Wellbeing** encompassed the re-structure of the **Learning and Support team (LST)**, the re-launch of **Positive Behaviour for Learning (PBL)** and professional learning in trauma informed practices and building teacher knowledge and skill in inclusive classroom behaviour practices. The Learning and Support Team focus was to improve clarity of process to ensure students' academic and emotional needs are met in a timely and efficient manner, including accessing external departmental and private agencies. Staff engagement in the process and feedback indicated greater awareness and understanding of Learning and Support Team processes, achieved through professional learning to share and revise the Learning and Support Team policy and procedures document, an updated Learning and Support Team flowchart, individual education plans, tracking and storage protocols. The 2023 priority will be to maintain and continue to revise and refine Learning and Support Team referral and intervention processes. **Positive Behaviour for Learning (PBL)** leaders have impacted teacher knowledge and practice by gaining feedback and evaluating current processes, including the effectiveness of the behaviour matrix and promoting consultation and discussion about revising the PBL mascot. The focus for 2023 will be for PBL leaders to begin implementing the updated PBL matrix and behaviour expectations and seek further consultation on matters including the merit award system, embedding the inclusive practices policy and revising the PBL mascot. Ongoing professional learning in inclusive classroom behaviour management, including trauma informed practices will be a priority for 2023.

The **Connecting and Engaging Respectfully** initiative builds upon current practices that support the academic, social and emotional wellbeing of all students. During 2022, the **Student Wellbeing Officer** developed protocols to connect identified and/ or at risk students and their families to welfare services where needed. This had a positive impact on student learning, enabling continuity of learning for students at risk of non-attendance or disengagement due to low socio-economic circumstances and natural disaster. This role will continue into 2023 with an ongoing focus to connect students and families to the support they need. The **Aboriginal Education** team led initiatives throughout 2022 that positively impacted students learning. The team led the evaluation, review, and refinement of the Aboriginal Education policy for the school, including a reformulation of the Personal Learning Pathways (PLP) processes and documentation. Feedback indicated the value added to this process, highlighting the positive links between Aboriginal culture and language and daily school routines and practices. The Aboriginal Education team spearheaded the authentic embedding of NAIDOC celebrations and commemorations, making links to local AECG representatives and local Aboriginal storytellers, artists, and sportspeople. The focus for 2023 will be to further increase students learning outcomes in reading and numeracy by differentiating PLPs that include reading and numeracy goals, learning intentions and success criteria.

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
Increased percentage of students reporting positive wellbeing that	Tell Them From Me data indicates 81.42% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of

includes advocacy at school, sense of belonging and expectations of success by 3%	belonging at school)
Increase the percentage of students attending school greater than 90% of the time to be above the 2021 attendance rate.	The number of students attending greater than 90% of the time or more has decreased by 4.99%, a reflection of the impact of the COVID 19 pandemic.
School Excellence Framework assessment of the element 'Wellbeing' indicates a standard of Excelling. Assessment of the element 'Learning Culture' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element of Wellbeing while the element of Learning Culture has remained at sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,373.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning and Support Officer interventions for individual students with diagnosed disabilities, including physical disabilities and behaviour support. • Additional School Learning and Support Officer time being given to Kindergarten students to provide one to one ratio support in the classroom. <p>The allocation of this funding has resulted in the following impact: All students identified as having a diagnosed disability impacting learning are supported in classes and in the playground to enable achievement of individual learning and behaviour goals.</p> <p>Kindergarten students benefited from additional School Learning and Support intervention, achieving improved outcomes in literacy and numeracy.</p> <p>Students on School Learning and Support Officer caseloads demonstrated progress towards personalised learning goals. Personalised Learning and Support Plans were regularly updated and responsive to student learning needs and ongoing assessments, ensuring students receive impactful personalised learning and support at the individual point of need.</p> <p>After evaluation, the next steps to support our students will be: To gather data from the 2022 Kindergarten cohort and make targeted groups needing additional support in the 2023 school year. This group will form a case load for the Learning and Support teacher.</p> <p>To formally embed integration funding decisions into the Learning and Support Team processes to ensure funds are allocated equitably and School Learning and Support Officers are engaged to most effectively meet the needs of identified students. The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plan reviews to ensure funding specifically addresses each student's support needs.</p>
<p>Socio-economic background</p> <p>\$25,886.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through the leadership of existing staff to support student and teacher learning <p>The allocation of this funding has resulted in the following impact:</p>

<p>Socio-economic background</p> <p>\$25,886.00</p>	<p>Funding from this source was used to partially fund the employment of a School Learning and Support Officer to support students with additional needs in the areas of literacy and numeracy. The School Learning and Support Officer focused in the K-2 area. This additional resource allowed teachers to prepare differentiated programs with a smaller ratio.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage with the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging an Assistant Principal, Curriculum and Instruction.</p>
<p>Aboriginal background</p> <p>\$6,890.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • Aboriginal background funding will be used to ensure all Aboriginal students receive equal opportunities to fully engage with the curriculum, including supplementing excursions, uniform and any school-based activities. <p>The allocation of this funding has resulted in the following impact: An increase (>50%) in Aboriginal families engaging in the Personalised Learning Pathways process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To continue to ensure the Community Liaison Officer engages with Aboriginal families to provide the best possible support. The school will continue to differentiate the curriculum to ensure culture is included in class content.</p>
<p>English language proficiency</p> <p>\$15,993.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their</p>

<p>English language proficiency</p> <p>\$15,993.00</p>	<p>language use, as noted in teacher observations and work samples.</p> <p>Additional staffing will be used to provide intensive support for students that have been identified in the beginning and emerging phase. A School Learning and Support Officer was employed to support a class whilst the teacher was able to give an intensive differentiated program.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. In 2023, a focus will be on a teacher engaging with professional learning on how to best cater for our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$168,180.74</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Effective Use of Data • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program MultLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. The continued establishment of a strong and fully functioning Learning and Support team, ensuring their knowledge of current practice is evident and a differentiated program will be co-written with the teacher.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the Learning and Support Team, the school will provide additional support for identified students through the employment of trained School Learning and Support Officers.</p>
<p>Location</p> <p>\$7,685.00</p>	<p>The location funding allocation is provided to Bowral Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connecting to Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Installation of interactive boards <p>flexible learning furniture painting of the old computer lab</p> <p>The allocation of this funding has resulted in the following impact: All classes now have updated interactive boards that support teacher and</p>

<p>Location</p> <p>\$7,685.00</p>	<p>student learning. Although the boards were distributed by the Department of Education, installation was at a cost.</p> <p>After evaluation, the next steps to support our students will be: To use these funds next year, to ensure students are not disadvantaged by location. It will be used next year according to next year's needs.</p>
<p>Professional learning</p> <p>\$41,947.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bowral Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • purchase of technology and providing Professional Learning to accompany them <p>The allocation of this funding has resulted in the following impact: Engaging a specialist teacher to unpack evidence-based approaches to teaching numeracy. This year, the school has funded an additional teacher to support Instructional Leadership, providing differentiated Professional Learning for all teachers.</p> <p>After evaluation, the next steps to support our students will be: To provide personalised and targeted professional learning in the form of mentoring and co-teaching. The role of the Assistant Principal Curriculum and Instruction will be to capacity build the Assistant Principals who will then become instructional leaders, leading curriculum. In 2023, Professional Learning will be targeted after analysis of data, areas of strength and focus identified and a time plan developed. The main focus will be unpacking of the new K-2 curriculum, introduction of 'Play Based Learning' and the new 3-6 curriculum. Additionally, Technology including STEM and Creative Arts.</p>
<p>Literacy and numeracy</p> <p>\$24,629.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices • The Effective Use of Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Staff training and support in literacy and numeracy, updating reading resources to meet the needs of students, teacher release to engage staff in 'Challenging Learning' and Maths Crew collaboration to embed Number Talks. This has allowed all teachers to engage with professional discussion and work towards embedding daily practice, resulting in improved students' outcomes and a greater understanding of evidence-based pedagogy.</p> <p>After evaluation, the next steps to support our students will be: To unpack the K-2 curriculum, including delivering parent workshops in the</p>

<p>Literacy and numeracy</p> <p>\$24,629.00</p>	<p>use of decodable texts, Conceptual Understanding over Process, through the Primary Mathematics Specialist Teacher leadership in the area of numeracy and Maths Crew release for teachers to engage in Number Talks and the teaching and programming of numeracy.</p>
<p>QTSS release</p> <p>\$100,441.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. Additional staffing to support staff collaboration in the implementation of high-quality curriculum based on the 'Challenging Learning' project. We have also engaged in staff being released to hold professional discussions about the teaching of numeracy.</p> <p>After evaluation, the next steps to support our students will be: To employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices • High Expectation for Challenge • The Effective Use of Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an additional classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: The engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$77,093.00</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</p>

<p>COVID ILSP</p> <p>\$77,093.00</p>	<p>school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to supervise and monitor progress of student groups engaging in online tuition in the MultiLit programs, including reading fluency. <p>The allocation of this funding has resulted in the following impact: Employment of an educator to deliver small group tuition and to monitor progress. Targeted professional learning has been a major factor in being able to best cater for these students. The use of PLAN2 data has also contributed to the success of the program.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. The continuation of the program will be a part of future planning for 2023.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	300	304	287	269
Girls	282	256	244	250

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	90.1	92.9	88.1
1	93.3	91.1	92.3	88.2
2	94.6	90.0	93.5	87.0
3	93.9	91.7	94.6	88.3
4	93.4	87.7	94.4	88.0
5	95.0	89.5	93.4	88.4
6	95.2	89.4	93.5	86.4
All Years	94.3	89.8	93.5	87.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.92
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	331,594
Revenue	5,618,193
Appropriation	5,370,786
Sale of Goods and Services	10,714
Grants and contributions	233,925
Investment income	2,468
Other revenue	300
Expenses	-5,779,926
Employee related	-5,025,079
Operating expenses	-754,847
Surplus / deficit for the year	-161,733
Closing Balance	169,861

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.

	2022 SBAR Adjustments (\$)
Targeted Total	52,373
Equity Total	216,950
Equity - Aboriginal	6,890
Equity - Socio-economic	25,886
Equity - Language	15,993
Equity - Disability	168,181
Base Total	4,234,972
Base - Per Capita	134,173
Base - Location	7,685
Base - Other	4,093,114
Other Total	492,355
Grand Total	4,996,650

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2022, Bowral Public School was defined by transition and change. The transition from a restricted, Covid pandemic impacted learning environment to a more open and welcoming context was well received by students, parents/ carers and staff, including teachers, support and administrative staff. This was very evident by the enthusiastic return of traditional community and school events not held since the pandemic, including the Hoedown, the Easter Hat Parade, Grandfriends and the Education Week Book Parade.

The other significant transition, impacting students, parents/ carers and teachers was a change in the senior leadership of the school. The changed leadership brought changes to processes and structures, many of which were positively received. Throughout this period of transition, the school maintained a priority of open and transparent consultation and respectful responses to feedback. Feedback was sought through several surveys, including the Tell the From Me student, teacher and parent surveys.

The 2022 Tell them From Me Parent survey provided valuable feedback from parents and the community. Parents' responses indicated they felt welcome at the school, with a score of 7.4. Parents believe their child/ children feels safe at school, with a score of 7.6. Clear communication that informs parents of their child's progress is valued by the community; 97% preferred informal meetings, 82% acknowledge the benefits of 3 way conferences that will be introduced in 2023. 90% appreciate the information in school reports. Parents also value communication that informs everyone of the school news; 100% value the school newsletter, 90% rely on the school website for information and 76% appreciate the information shared through social media platforms.

The Tell them from Me survey for teachers also provided valuable feedback. Teachers scored 8.8 for setting high expectations for student learning; with a score of 8.1, teachers identified that they provide students feedback on how to improve; teachers scored their use of formal assessment tasks to help students set challenging goals at 7.9.

216 students from years 4, 5 and 6 participated in the Tell them from Me survey in 2022. The Tell Them from Me wellbeing aggregate score was 81.42%. 83.24% of students reported a strong sense of advocacy at the school; 92.59% reported they felt high expectations for success and 68.59% of students felt a strong sense of belonging.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.