

2023 Annual Report

Bowral Public School



1335

Introduction

The Annual Report for 2023 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

Bowral Public School

Bendooley Street

BOWRAL, 2576

<https://bowral-p.schools.nsw.gov.au>

bowral-p.school@det.nsw.edu.au

4861 1086

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 nestled in the township of Bowral and is a member of the Wollondilly Principal's Network of schools.

Our students demonstrate a high level of academic potential and value in their schooling outcomes. Our students are supported to reach their potential within our learning environment through our significant talent pathway programs in public speaking, debating, singing, music, drama, science and engineering, and a wide range of sports. Our students regularly represent at state level competitions and performances. Our student leadership programs, including our active School Representative Council, Playground PALS and buddy program emphasise student voice and nurture positive leadership across our school community.

At Bowral Public School we foster inclusivity, ensuring every student feels a strong sense of connection to our school. Our student enrolment is 475 students, with 2% of our students identify as Aboriginal and 6% from backgrounds where English is the second language.

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 our teaching teams to deliver quality 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 the school 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 our school to enable the best opportunities for all.

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>

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 collaboratively develop differentiated programs that are responsive to the individual learning needs of all students. Processes 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

QTSS release
AP Curriculum & Instruction
Professional learning

Summary of progress

The focus for 2023 was on the effective teaching and learning of literacy pedagogies and practices, K-6. The need to focus on the explicit and systematic teaching of the three aspects of spelling (phonological, morphological, and orthographical) was identified through student internal and external data sources, as well as initial teacher surveys. The impact of implementing daily explicit phonics and spelling instruction in K-6 classrooms was evidenced through the longitudinal analysis of the results of the Components of Spelling Test, showing growth in Years 3-6 across the three aspects of spelling, being 14% higher than in 2022. The Year 1 Phonics Screening Check showed a strong positive trend in Year 1 students meeting the expected score over the past 3 years and are performing above state norms. On balance, the judgement of data indicates that the Components of Spelling professional learning and strategies have positively impacted student spelling growth compared to previous years. Our focus for 2024 should be to continue embedding daily explicit, systematic phonics and spelling instruction into classroom practice.

The second focus for 2023 was the effective use of data. A Data Analyst was employed who engaged with internal and external summative assessment data to track and monitor individual and cohort progress in literacy, as well as track longitudinal data. A centralised system for collecting, analysing and reporting student progress was established to ensure relevant and timely data is embedded into classroom practice. All teachers engaged in collaborative planning sessions, analysing data and developing teaching programs ensuring responsive curriculum delivery. The impact of this initiative is evident in that teachers are more data literate and responsive to the needs of students. Teachers use data effectively to check and understand where students are in their learning and to inform planning, identify interventions and modify teaching practice. Document analysis of teaching and learning programs demonstrates 100% of programs show data-informed differentiation of literacy and numeracy lessons. Agendas and minutes of collaborative planning sessions demonstrate that data discussions took place at 100% of these sessions. Teachers have come to appreciate the value of quality data in informing and differentiating teaching and learning. In 2024, Assistant Principals will lead the collection and analysis of literacy data within their stage. A SharePoint page for each stage will be used to draw together important data sources. Executives should regularly discuss data to keep track of student progress and achievement. The Assistant Principal, Curriculum and Instruction (APCI) will oversee numeracy data and keep track of student progress. Assistant Principals work shoulder to shoulder with the APCI to lead and implement new curricula.

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
An increase in check-in assessment mean scale score for numeracy in Year 3 and Year 5 for 2023, compared with Year 3 and Year 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 3.6% from 91% in 2022 to 94.6% in 2023.

An increase in check-in assessment mean scale score for reading in Year 3 and Year 5 for 2023, compared with Year 3 and Year 5 in 2022.

The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 4% from 93% in 2022 to 97% in 2023.

Purpose

High impact professional learning and collaborative programming ensures 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 independent, self-regulated, 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.

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

Resources allocated to this strategic direction

Professional learning

Summary of progress

In 2023, 100% of teachers engaged in regular collaborative program planning sessions led by the APCI and supported by Assistant Principals, under the initiative Collaborative Culture for Collective Teacher Efficacy. The impact of this initiative was evident as teachers engaged with digital programming on a regular basis and with more confidence and competency, to effectively program collaboratively. The focus of collaborative planning was centered on student growth through the use of data informed practice. Through data informed teaching and learning cycles, student data showed growth as evidenced by pre and post data collection. The 2024 focus is to effectively document digital program adjustments and evidence of learning to show differentiated student learning experiences that have been planned in response to the collection of student learning data. Continuation of Collaborative Planning will ensure consistency of teaching programs for student growth throughout all stages.

In the initiative High Expectation for Challenge, the focus was to raise the profile of High Potential and Gifted Education (HPGE) students, to support this five staff members attended the HPGE leaders professional learning and then further developed teams across the school. The Term 2 staff development day focused on building capacity in staff to use the differentiation adjustment tool. Assistant Principals met weekly with the APCI and were coached in current pedagogical practice in mathematics. The impact of this initiative saw the needs of HPGE students met more effectively across the four domains of giftedness through increased teacher understanding of HPGE characteristics. This led to the introduction of enrichment groups in mathematics and writing for identified students and weekly interest-based groups for all students to spark new and engaging avenues for learning. The 2024 focus is to ensure that all teachers are confident to identify HPGE students. Identification will facilitate student learning through targeted groups and effective differentiation of class programs to provide challenging learning at the student's point of need to foster student growth across the four domains of giftedness.

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
Self-assessment against the School Excellence framework shows the theme of Feedback and differentiation from sustaining and growing working towards excelling.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of differentiation, collaborative practice and feedback.
Document analysis of learning programs indicates 40% of learning programs include evidence of adjustments made to accommodate individual student needs to develop the	Document analysis of learning programs indicate 95% 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.

skills to reflect, explain and check processes to reach conclusions.

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 and Engaging Respectfully with Community
- Connecting to Student Wellbeing

Resources allocated to this strategic direction

Summary of progress

During 2023, Positive Behaviour for Learning (PBL) leaders impacted teacher knowledge and practice by upskilling staff in teaching PBL lessons. These lessons teach the students how to be fair, kind, safe and cooperative in all areas of the school. Staff have also had the opportunity to follow the revised behaviour matrix and see their evaluation and ideas being implemented. The staff have been able to follow the matrix so all staff give consistent feedback and direction in accordance with our school values. The focus for 2024 for Positive Behaviour for Learning leaders will be to embed the PBL lessons and inclusive practices into their everyday routines. The aim is for staff to acknowledge and refer to the school values and give merit awards for behaviours that follow our values. The PBL leaders will seek further consultation about how to implement the end of term celebrations.

During 2023, the Student Wellbeing Officer's role was refined with the focus aligned with the renewed emphasis on attendance. Systems of attendance data collection and reporting were refined and staff educated on their use. The Student Welfare Officer role was discontinued at the end of 2023, with the role of connecting families to the support they need shared between the Learning and Support Team and executive staff.

The Aboriginal Education team led the continued review of Personal Learning Pathways (PLP) processes and documentation, and provided professional learning to staff to positively impact student learning. The team worked successfully to embed Aboriginal culture and language into school routines and practices, and led the purchase of a new tri-flag flagpole for the school quadrangle to allow the Australian flag, the Aboriginal flag and the Torres Strait Islands flag to be flown concurrently. The team organised incursions and excursions for whole grade/stage groups and Indigenous student groups involving local Aboriginal storytellers, artists and sportspeople. The focus for 2024 will be to further increase students learning outcomes in reading and numeracy by differentiating Personal Learning Pathways that include reading and numeracy goals, learning intentions and success criteria. A focus will also be for Indigenous students to write a new site-specific Acknowledgement of Country, working under the tutelage of local First Nation's elders and organisations and introduce this to school ceremonies and meetings. Furthermore, the Aboriginal Education team will continue to look for opportunities to embed and strengthen Aboriginal culture and language in daily school life and events.

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
3.7% uplift in the proportion of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 23.6%.
Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of	Tell Them From Me data indicates 80.4% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school)

<p>belonging and expectations of success by 3%</p>	
<p>School Excellence Framework assessment of the element of 'Wellbeing' remains at the standard of Excelling and assessment in the element of 'Learning Culture' indicates improvement from Sustaining and Growing to Excelling</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the elements of Wellbeing and Learning Culture.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$29,446.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: 80% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$28,271.00</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning and medical needs. • staffing release for individual case conferences and development of Individual Educations Plans <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All individual learning plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student individual education plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$24,996.83</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$24,996.83</p>	<p>uniform, equipment and other items</p> <ul style="list-style-type: none"> • employment of additional staff to support community engagement and wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: Funding from this source was used to partially fund the employment of a wellbeing and engagement officer to support students to access resources to enable them to engage fully in their learning. This additional resource provided teachers professional learning to deepen understanding of the impact of low socio-economic background on student engagement, attendance and achievement.</p> <p>After evaluation, the next steps to support our students will be: Next year, the school will diversify the role by providing greater professional learning for all staff, raising awareness of low socio-economic impacts and how best to meet the needs of identified students.</p>
<p>Aboriginal background</p> <p>\$7,109.78</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> <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 Plans • Creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: An increase to 98% of families engaging in the Personalised Learning Pathways process in a welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: To engage with local Aboriginal community and organisations to deliver culturally relevant content in local language and history for all students, with a focus on enhancing cultural understanding for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$19,703.25</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> <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 support English as a second language or dialect in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions, with 92% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</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.</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: 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.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained Literacy and Numeracy specialists. The Assistant Principal Curriculum and Instruction will be integral in building teacher capacity to develop programs that address the need of students with disability.</p>
<p>Location</p> <p>\$7,944.45</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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • Student assistance to support excursions • Technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$43,314.39</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"> • Effective Teaching and Learning Practices • High Expectation for Challenge <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • teacher relief for staff engaging in professional learning

Professional learning \$43,314.39	<p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading and spelling, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching in mathematics.</p>
QTSS release \$104,282.21	<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"> • Effective Teaching and Learning Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • supplementing specialist staff to support collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • 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 that supports staff in implementing curriculum reform in Kindergarten, Year 1 and Year 2. Collaborative practice session also enhanced teacher capacity to deliver evidence informed pedagogy in reading and spelling in Years 3 to 6, with the understanding that further professional learning in curriculum reform would form plans for 2024.</p> <p>After evaluation, the next steps to support our students will be: Continuing to supplement specialist curriculum staff to lead improvement in mathematics and in areas where teachers need support, such as literacy and data skills and use.</p>
COVID ILSP \$57,819.53	<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 2023.</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 <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	304	287	269	233
Girls	256	244	250	220

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.1	92.9	88.1	92.5
1	91.1	92.3	88.2	91.7
2	90.0	93.5	87.0	92.5
3	91.7	94.6	88.3	91.7
4	87.7	94.4	88.0	91.5
5	89.5	93.4	88.4	92.7
6	89.4	93.5	86.4	92.4
All Years	89.8	93.5	87.7	92.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	21.93
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	169,861.37
Revenue	6,167,558.26
Appropriation	5,822,382.41
Sale of Goods and Services	5,107.17
Grants and contributions	331,649.12
Investment income	8,194.66
Other revenue	224.90
Expenses	-5,777,372.06
Employee related	-4,972,489.41
Operating expenses	-804,882.65
Surplus / deficit for the year	390,186.20
Closing Balance	560,047.57

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.

	2023 SBAR Adjustments (\$)
Targeted Total	11,502
Equity Total	219,991
Equity - Aboriginal	7,110
Equity - Socio-economic	24,997
Equity - Language	19,703
Equity - Disability	168,181
Base Total	4,319,606
Base - Per Capita	135,075
Base - Location	7,944
Base - Other	4,176,586
Other Total	555,874
Grand Total	5,106,972

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023, Bowral Public School continued to respond to changes in staffing, with the appointment of a new principal in Term 3, signalling a priority to improve home-school partnerships through engagement with community. Community participation continued to improve on 2022 responses, evident in the positive and enthusiastic attendance and feedback on events, including the Hoedown, the Easter Hat Parade, Grandfriends and the Education Week Book Parade. The school maintained a priority of open and transparent consultation and respectful responses to feedback, receiving a great number of positive responses to surveys seeking community consultation on a variety of topics throughout the year, including a major change to school timetabling changes for breaks.

The Tell the From Me 2023 survey was issued to student, teacher and parent surveys and provided deep insight into parent, teacher and student satisfaction, the data from which has been used to inform 2024 initiatives.

The 2023 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 6.8 and 100% of respondents stated that they felt highly informed by the school. With a score of 7.2 out of 7.5, parents identified they believe their child/ children feels safe at school. Parents demonstrated that they value meeting their child's class teacher, indicating that 81% of respondents had attended meetings at least two to three times during the year. Parents also indicated they believe the school supports their child's learning, scoring the the school 6.4 out of 6.5. An area the school would like to improve is the number of parents involved in school committees; 84% of respondents stated they were not involved in school committees, while 16% identified that they were.

The Tell them from Me survey for teachers also provided valuable feedback. Teachers scored 7.2 for positive leadership and a score of 8.0 in acknowledging the support of leaders in monitoring student progress. Teachers identify they set high expectations for student achievement, with a score of 9.2 , and that they use data from formal and formative assessments to inform planning. With a score of 8.4, teachers identified that they discuss learning goals with their students and 7.4 for acknowledging that they discuss learning goals with parents.

177 students from years 4, 5 and 6 participated in the Tell them from Me student survey in 2023. The Tell Them from Me wellbeing aggregate score was 80.39%. 87% of students reported they can identify friends at school they can trust and who encourage them to make positive choices; 87% reported they value schooling and believe schooling is important in everyday life; 66% 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.