Our school at a glance

Students
We commenced the 2010 school year with 541 students being evenly distributed throughout twenty one classes. During the year 29 students left Bowral Public School to continue their learning elsewhere. This was balanced by 48 new enrolments during this time. As a consequence of these changes the school was entitled to an additional teacher. Rather than modify the class structures this teacher worked primarily with Stage 2 classes where the biggest number of students were placed. As at December 2010 there were 273 boys and 286 girls, a total of 559 students. It is anticipated we will begin the 2011 school year with a similar class structure to 2010.

Staff
In 2010, the staff consisted of seventeen classroom teachers, four assistant principals, a deputy principal and a non-teaching principal. In addition, a full time librarian and two relief from face to face teaching (RFF) teachers worked with classroom teachers to support and enhance teaching and learning programs in English, Science, Music and Visual Arts. The role of the school learning support teacher was modified as a consequence of our involvement in the Illawarra South East Region pilot study. Students with specific needs in reading and those with a background other than English were provided with explicit teaching programs. A part time counsellor also supported the school. The work of the non teaching staff, consisting of a full time senior administration manager, two school administration officers, four school learning support officers and a general assistant, was very much appreciated and valued.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Our students were actively involved in all aspects of their school life in 2010. Along with a commitment to their learning they participated in many quality programs. They are respectful to each other and their teachers and act responsibly within the school. Our parents should feel proud of their children especially in regards to their effort, commitment and achievement. In 2010 some of the interesting and challenging learning opportunities that enhanced and enriched the curriculum included:

- comprehensive sport programs, including gymnastics, swimming, sport skills, inter-school sport (PSSA gala days) and the Sport for Life coaching program led by professionals;
- extensive cultural programs including participation in the Bowral and District Art Show and the choral and instrumental concerts coordinated by the DET Performing Arts Unit;
- excursions to Nowra Wildlife Park for Early Stage 1; Moss Vale by train for Stage 1; Sydney Aquarium and Wildlife World for Year 5; Canberra for Year 6; and Narrabeen Sports and Recreation Centre for Stage 3;
- ongoing links with our local community through Tulip Time festivities, the ANZAC March, and the Country Women’s Association;
- intensive teacher professional development in the area of differentiating the curriculum and the Quality Teaching Model;
- a Community of Schools initiative that will culminate in a launch at The Bradman Museum in 2011;
- extensive ground refurbishments at Banyette St and the ongoing building of our hall through the Building the Education Revolution program; and
- establishment of a Stage 2 enrichment class, working in the connected classroom in Semester 2, as a result of our eligibility for an additional teacher due to increased enrolments.

Student achievement in 2010

NAPLAN Year 3
84 Year 3 students sat for NAPLAN this year. 84% of our students were at or above Band 3 in reading. Of note is the significant increase in the number of students performing at Band 6 level in reading. Our results in writing and spelling are at
or above the state and similar school group in Bands 4 and 5 with girls performing better than boys. In numeracy, 87% of students performed at or above Band 3 which is above the state average and on a par with our similar school group. Boys performed better than girls in the number, patterns and algebra strand.

**NAPLAN Year 5**

In Year 5, 68 children sat for NAPLAN. In analysing the percentage of students in bands 7 and 8, it is notable our results represent an improvement of 12% in writing, 15% in spelling and 7% in punctuation and grammar from 2009. In particular girls have improved significantly in spelling and reading and boys have shown substantial growth above the state average in writing. In numeracy, 25% of students performed in bands 7 and 8, an increase of 6% on the performance in 2009. We are overrepresented in Bands 5 and 6 in comparison to both the state and our similar school group. It is noticeable that boys performed better than girls in number, patterns and algebra and also the data, measurement, space and geometry strand.

**Messages**

**Principal’s message**

It is my privilege to write this 2010 principal’s message for our Annual School Report. This year has been one of continued change at Bowral Public School. Our new school hall, canteen, COLA and refurbished toilet block were started in March and after an extended delay when a small amount of asbestos was found on site, work recommenced in Term 3. We are now looking forward to the work progressing smoothly and anticipating completion in the first half of 2011.

The future of Bowral Public School on its present site has long been a topic of controversy. With the new buildings already underway and the promise of more building work in years to come we can now confidently say that our school is here to stay for the time being. I will continue to work closely with the school community to ensure that this fine school with its long history and traditions continues to prosper and grow and meet the needs of our students.

Bowral continues to be involved in our local public school Learning Community and with the appointment of new principals at Mittagong Public and Bowral High School this year, communication has increased significantly between the schools and the promotion of our Learning Community has been a positive step.

Our Bowral students continue to have musical opportunities provided by class teachers and also the very talented Mr Greg Thompson, Mrs Lisa Oszurko and Miss Pat Shuemack. As a result of being successful at audition Bowral students perform at the Sydney Opera House at the NSW Public Schools Festivals of Instrumental Music and Choral Music and also at the Primary Proms at Sydney Town Hall. These prestigious concerts showcase the amazing talents of students in our public schools and Bowral students continue to perform with aplomb. I had the honour to be a guest compere at the Festival of Instrumental Music and I proudly accepted the many compliments received about our outstanding Bowral representatives.

This year has also seen our capacity to offer the latest technology to our students enhanced significantly. We changed our computer lab over from an Apple Mac lab to that of PCs. We ordered another nine Interactive Whiteboards and 2011 will see most students now accessing this exciting technology. It is thanks to the hard working efforts of our P&C members that I was able to supplement the school budget in order to buy the latest IWBs. Mr Ian Penn in his role as computer coordinator ensures the smooth running of technology at school and his skills are highly valued.

Finally, our school cookbook was finished and launched at the end of the year. This was a mammoth effort from so many people and the finished quality was superb. All proceeds from the cookbook will be put towards buying equipment for our new school canteen.
Our core business is teaching and learning and our school continues to go from strength to strength ensuring our students are receiving the best education possible. This is thanks to the hard working staff at Bowral Public School who, with their combination of experience and energy, continues to ensure that our school really is the ‘jewel of the Southern Highlands’.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Wendy Buckley
Principal

P & C and School Council message

Our dedicated and hardworking P&C have made significant efforts this year to not only raise funds to benefit our school in terms of resources but to also support school initiatives, such as assisting at carnivals and kindergarten orientation.

Voluntary contribution funds were added to the Library Fund to provide resources, particularly the expansion of the Lexile Reading program.

With the construction of the school hall we lost our school canteen. The move to link with Moss Vale Public School’s online ordering system enabled students to order their lunch two days a week using the flexi-school system.

A major fundraising initiative was the collation, typing and printing of a quality cookbook using recipes submitted by our parents and staff.

The Trivia Night was a big night and a very successful one financially, making at least $10,000! This will go toward the purchase of interactive whiteboards. Virtually everyone got into the spirit by dressing themselves and their tables in sporting theme. The best dressed tables included ‘Shopping is the new sport’, ‘Ice fishing’ and ‘Lawn bowls’. The generosity of the 70 sponsors that provided their time, goods and services to auction or add to our raffle was absolutely amazing.

Our School Council had our school grounds and facilities as the major focus area this year. These included ongoing negotiation with the Principal and contractors regarding the construction of our new hall; the instigation of meetings with the school community regarding the feasibility of retaining and upgrading our current site or whether to pursue the construction of a new school on the Retford Rd site. All School Council initiatives have involved extensive discussion with Department of Education personnel and the school community.

Justine McKinlay - P&C President
Geoff Kerr – School Council President

Student representative’s message

Our journey through Bowral Public School has been like reading a good book. Every page revealed new challenges and opportunities. The characters in the book were the amazing people we have met along the way and now call friends and the inspiring teachers who have guided us.

Every year has been unique and filled with interesting events: self-help days, visits from famous authors, performances, fireworks nights, swimming, athletics and cross country carnivals, tulip time parades, Anzac Day ceremonies, young leaders days, television appearances, excursions, learning to read, memorising times tables and many more great experiences.

This year we enjoyed a range of exciting experiences. We spent a week at Narrabeen Sport and Recreation camp, played recorders and sang at the Opera House, learnt about surf safety, visited our nation’s capital for a whirlwind two day trip, experienced the thrills of Jamberoo and danced the night away at our celebration dinner dance. We also spent a lot of time learning in the classroom. Our time in class has been productive and extremely busy, preparing us well for the new challenge of high school.

We have been honoured to have been the leaders of Bowral Public School and will treasure the memories of our time spent here for the rest of our lives. It is with much sadness that we leave Bowral Public School but we are looking forward to starting a new chapter in our lives.

We wish the best of luck to all the students of Bowral Public School in 2011.

Cate Patterson, Morgan Horn – Captains
Tayla Croudson, Clayton Barnes – Vice Captains
Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
The enrolment trend over the last five years continues to reflect a pattern of more girls than boys undertaking their education at Bowral Public School although the gap is narrowing.

The enrolment pattern had remained stable over the past few years but our student numbers have increased this year. Approximately 60 students have indicated they will commence their formal years of schooling at Bowral Public School in 2011, taking the place of the 70 Year 6 students moving to secondary school.

Management of non-attendance
Student absence is regularly monitored throughout the year. The school, in consultation with families, reviews any patterns of non-attendance. Incidents that cause concern are reported to the home school liaison officer for intervention.

Class 1R made hot air balloons using papier mâché

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>KF</td>
<td>K</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
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<td>KP</td>
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<tr>
<td>1R</td>
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<td>20</td>
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<td>1B</td>
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<tr>
<td>1E</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>1/2D</td>
<td>1</td>
<td>11</td>
<td>22</td>
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<tr>
<td></td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>2/3P</td>
<td>2</td>
<td>15</td>
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<td>3</td>
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<tr>
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<td>4</td>
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<tr>
<td>4/5C</td>
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<td></td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2010 initial enrolment numbers indicated that five multi-aged classes and sixteen mainstream classes should be formed. This structure was implemented and maintained for the school year. Due to a rise in enrolments an extra teacher was employed. An enrichment class for Stage 2 students was formed and provision for extra support in Stage 2 and Year 2 classes implemented.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. This year the school employed an Aboriginal tutor under Norta Norta funding.

**Staff retention**

This year saw the retirement of a long standing member of the teaching staff and the appointment of two classroom teachers with experience in country and rural school settings.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Class 2W designed forms of transport**
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>288,625.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>260,342.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>258,980.90</td>
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<tr>
<td>School &amp; community sources</td>
<td>271,105.00</td>
</tr>
<tr>
<td>Interest</td>
<td>17,240.47</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,543.35</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,106,837.57</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 44,992.23  |
| Excursions                | 78,683.38  |
| Extracurricular dissections| 127,421.16 |
| Library                   | 10,203.59  |
| Training & development    | 12,702.36  |
| Tied funds                | 250,192.19 |
| Casual relief teachers    | 89,149.65  |
| Administration & office   | 57,157.11  |
| Utilities                 | 43,003.24  |
| Maintenance               | 20,714.38  |
| Trust accounts            | 10,815.51  |
| Capital programs          | 7,242.03   |
| **Total expenditure**     | 752,276.83 |
| **Balance carried forward**| 354,560.74 |

The balance carried forward includes unpaid salaries, for both casual teachers and school learning support officers for December 2010. 92% of income received was expended during the school financial year.

A full copy of the school's 2010 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2010
Our focus is on providing a wide range of outstanding educational opportunities and experiences for all students in all Key Learning Areas as well as in social and cultural contexts. The students enjoy the experiences that are presented and are justifiably proud of their many achievements.

Achievements
Arts
Bowral Public School has a strong focus on the arts. Student efforts in music, the creative and visual arts this year was outstanding.

Primary Proms
A group of 30 students from Stage 2 represented the school when they performed as part of a massed choir at the Sydney Town Hall. Selection in the concerts is based on successful audition. All students in Stage 2 participated in the learning of the repertoire for the concert. Students from Bowral Public contributed to what was an outstanding choral concert.

Festival of Choral Music
35 Stage 3 singers performed in the Concert Hall of the Sydney Opera House at the 'Australis' Concert in the Festival of Choral Music. It is a state-level performance opportunity for our students in an internationally famous performance venue. Our students formed part of a massed choir of 800 students drawn from and selected through audition from schools throughout NSW. All students in Stage 3 at Bowral Public School learned the repertoire for the concert. This concert was an outstanding demonstration of the high quality music education being undertaken in our schools and showed the enormous support provided for students in their learning of the value of a strong music education. Parents and family members joined the audience in the Concert Hall and were thrilled to hear the words and harmonies in songs such as 'High Tide', 'Angels' and 'Oye'.

Festival of Instrumental Music - Recorders
30 students from Stage 3 were selected to perform in the Festival of Instrumental Music – Recorders at the Sydney Opera House. Performers achieved a high level of attainment in their instrument, having to memorise the music for all three of the extended pieces in the repertoire. Bowral Public School was able to supply musicians for the entire range of concert instruments including descant, treble, tenor and bass recorders. An exciting new piece was commissioned for this year’s concert, Krasniye Saposhki (Red Boots), which explored a vibrant
Russian theme and was much enjoyed by performers and audience.

Kids on Show
The Bowral District Art Society hosted the annual ‘Kids on Show’ 2010 exhibition of visual arts. Over 60 artworks from students K-6 were exhibited with works from all primary schools across the district. Students from Bowral Public received several highly recommended and two first prizes. The exhibition highlighted the quality of teaching and learning in the visual arts across the school.

Nagoya International Art Exhibit
Public schools across Australia were invited to submit artworks to the Sister and Friendship City Children’s Art and Calligraphy Exhibition in Nagoya, Japan. A program, targeted for Year 4 students, was developed using photography to emphasise aspects of the student’s personal world and the uniqueness of life in Australia. 80 works were selected from years K-10, of which three were from Bowral students for exhibition in the 32nd International Nagoya Exhibition.

Boys’ Choir
A specialist boys’ choir was initiated this year starting with boys in Year 3 and Year 4. The choir will grow in size in 2011 and incorporate students in Years 3-5. The choir rehearses weekly and aims to strengthen choral skills as well as develop and strengthen an understanding of music concepts. This group is working toward high quality performance and aims to create a unique music opportunity which enriches and widens the diversity of opportunities available for the education of boys in our school. The choir held two highly acclaimed public performances in Term 4, the first at the Christmas Concert for residents of Harbison Homes, the second at the Stage 2 Presentation Ceremony.

Bowral Public School Art Gallery
An exhibition space in the long corridor has provided classes and individual students with an opportunity to exhibit selected framed artworks. The artworks represent activities in art making from K-6 and are often linked to themes across the curriculum, including literature studies. Displayed works are changed regularly and the gallery is available for viewing by parents and students during school hours.

Southern Highlands Performing Ensemble
The ensemble provides concert band activities for students from Highland’s schools from Year 6 onward. Three Bowral Public School students were fortunate to be selected to perform in the group.

Sport
Sport continues to be an important focus. A range of opportunities have been provided for students, appropriate to the level of skill and development.

Students from Years 4 to 6 tried out for selection in the sports of netball, soccer, rugby league and cricket. The netball, soccer and cricket teams participated in the New South Wales PSSA Knockout competition and the rugby league sevens team in the Group 6 inaugural competition. All students represented their school with pride and determination.

Stage 3 students also had the opportunity to trial for selection in Wingecarribee district teams. Bowral Public School was represented at district trials in cricket, soccer, tennis, AFL, hockey, rugby league and netball. Several students went on to gain selection in the Tablelands Zone teams. Several students were selected in the possibles / probables squads at regional trials in netball, cricket, tennis, soccer and hockey. Five students gained selection in South Coast teams for tennis,
cricket and hockey and competed at the NSW State Titles. One Stage 3 student has been selected in the NSW state cricket team, following in Sir Donald Bradman’s footsteps.

Stage 2 and 3 students participated in Gala Days in touch football and soccer. These provide the opportunity for students to participate in sport in a non-competitive, supportive environment. The focus of these days, organised by the Wingecarribee District PSSA, was to offer the opportunity for students to learn the rules, participate with enjoyment, co-operate as part of a team and mix with students from other schools.

All students from Year 2 to Year 6 were able to participate at the three major school carnivals in swimming, athletics and cross-country. These carnivals were all held in pleasant conditions in February, April and May. There was a high level of participation in these three major events with several records being broken along the way. Champions’ trophies were presented to successful students for swimming and athletics and the House Champion Shield presented to Oxley House for all three carnivals.

Students who excelled at these carnivals represented the school at the Wingecarribee District Carnivals and acquitted themselves very well. Bowral Public School retained the District Champion trophy for all three events. At these carnivals five of the six individual champions’ trophies for swimming and four of the individual champions’ trophies for athletics went to students from Bowral Public School.

Students ranging in age from eight to twelve represented the school and district at the South Coast Championships. A student from Bowral Public School was awarded junior champion at the Swimming Championships. Two students earned the right to compete at the NSW State Championships in Swimming and Cross Country.

Students in Kindergarten and Year 1 participated in modified carnivals. The younger students were introduced to cross country running in a fun event held at Bradman Oval and a Tabloid Sports Day was held in Term 4. This involved activities focusing on skill development, taking turns, participating in a team, following rules and having fun, while being active. The school and house captains actively assisted at this event. A cricket skills day was held in Term 1 for Kindergarten to Year 2 students. Extremely well supported by parents, all students were involved in throwing, catching and hitting the ball.

The opportunity to experience a wide range of sports at a non-competitive level has been a feature of the sports’ program this year. 2010 saw the continuation of the very successful and thoroughly enjoyable Sport for Life program from Kindergarten to Year 6.

During 2010 students participated in programs in athletics, gymnastics, fitness, cricket, soccer, ballroom dancing, bush and creative dancing, cricket and rugby league. These programs ensured a high level of involvement for all and were run by energetic, enthusiastic and expert instructors from various sporting organisations. All students were also regularly engaged in class sport programs that aimed to develop strength, co-ordination, skills and an understanding of the importance of fair play. The students’ enthusiasm, determination and enjoyment of all these events were evident in their eagerness to participate.

Community

Bowral Public School takes pride in its long-standing tradition of supporting our community. We value our interactions and readily commit ourselves to events and activities.
that show our respect and thanks to the wider community who are always ready to help and support our endeavours.

**Cricket Match**
The annual teachers v students cricket match yet again proved to be a great success, particularly for the students. With the NSW Speedblitz Blues Philip Wells and a local representative player lending a hand a fun afternoon of sledging was had. Many families came to watch the students demolish the teachers in a quick-fire limited over cricket match held at Bradman Oval. Funds raised were donated to Bowral Hospital to buy new equipment.

**Jump Rope for Heart**
Students participated in the NSW Heart Foundation’s Jump Rope for Heart campaign to raise awareness of heart disease, raise money for research and above all raise their level of fitness. Students learnt new skipping skills and began to understand the role that fitness plays in having a healthy heart. The school celebrated with a JUMP OFF DAY with a skipping tabloid. The response for sponsorship was overwhelming with Bowral Public School raising almost $13,000, ten percent of which was retained by the school. The generosity of parents and the community meant that this was one of the highest amounts raised in the state. The school received a plaque from the Heart Foundation in recognition of this exceptional effort.

**Daffodil Appeal**
Our school donated over $1,600 to Bowral Hospital via the 10,000 Daffodils appeal. Year 6 participated in a community planting day in the hospital forecourt. Class 4/5C visited and sketched the sea of daffodils in spring.

**Harbison Homes**
Stage 3 students and the Boys Choir shared their love of music, performing a Christmas Concert at Harbison Homes. This year our students also performed dances including the ‘samba’ to generous applause. This annual gesture is highly valued by the residents.

**Tulip Time**
50 Golden Years of Tulip Time commenced for Bowral Public School when our student leaders joined community members at a ceremony held in Corbett Gardens to plant some of the bulbs for the 2010 display. They met Father Chris Riley from ‘Youth off the Streets’; Libby Koch and Miss Southern Highlands, all ambassadors for this year’s event. The Southern Highlands Tourism Event Co-ordinator contacted the school to say: *Congratulations to your school leaders – a credit to themselves, their families and their school.*

Later in the year each class got into the spirit by designing posters to decorate local stores and our fence. Class 1R did such a fantastic job they won first prize in the poster competition.

The celebrations for the year culminated when 60 of our students gave up the first day of their Term 3 vacation to join many local organisations in our...
walk down the main street of Bowral as proud members of the Tulip Parade.

Relay for Life Singers
At the Relay for Life event held in Term 4 at Eridge Park we were represented by a wonderful group of 58 singers. Our students were part of a combined choir, consisting of students from local schools. The choir performed a moving rendition of ‘The Climb’. Our students’ commitment and effort was noted by the co-ordinator of the event, in her note of thanks to the school:

‘Congratulations to the Bowral students who participated in the Combined Choir for Relay for Life over the weekend. The weather was very unpleasant but the students from Bowral soldiered on without complaint and sang beautifully. ... all commented on the exemplary behaviour and attitude of the Bowral students... Thank you for your support ...’

CWA International Day

Year 6 students participated in the Country Women’s Association International Day celebrations. Bowral Public School students have supported this community initiative for many years. This year the students were asked to research the country of Scotland. Students designed a poster that highlighted some aspect or aspects of the country. These posters were judged according to the criteria of information, presentation and originality. Three students received prizes to acknowledge the excellence of their contribution. The winning entry from Bowral Public School was submitted to the regional CWA.

ANZAC
More than 80 students formed the Bowral Public School contingent at the Bowral Anzac Day march. Their behaviour and sense of occasion was matched by the whole school at the ceremony conducted by our student leaders on a cool autumn morning outside the Schoolhouse Museum. Special guests were Mrs Barb Grey and Commodore Farthing who commented that he was ‘immensely impressed with the children’s behaviour’.

Other

University of NSW Competitions
Students in Years 3 to 6 participated in the six University tests held. These were in the areas of writing, spelling, English, mathematics, science and computer skills.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>6</td>
</tr>
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<td>Spelling</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
<td>15</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>7</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Computer</td>
<td>8</td>
<td>6</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

The table below indicates the success attained by Bowral Public School students in each competition.
<table>
<thead>
<tr>
<th>Subject</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td></td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

**Public Speaking / Debating**

Interested students had the opportunity to participate in two separate debating competitions. Our local Community of Schools held a competition for Stage 2 and 3 children where rules were simplified and the topics known in advance. Assistance from parents and teachers was allowed. These debates were valuable in preparing students for the Premier’s Challenge Debating competition which took place in Term 2. In this competition, the topic is not known in advance. Students have one hour to prepare with no adult help. Bowral Public School entered two teams in both the Community of Schools competition and the Premier’s Challenge. A significant number of students participated in one or both of these activities. They learnt to build an argument and present a point of view. Students enjoyed these opportunities to take a position and justify it.

Six Stage 3 students attended the Illawarra and South East Region debating camp at Batemans Bay. One student was selected to join the Illawarra and South East team and represented the region at state level.

All interested students in Stages 2 and 3 were given the opportunity to participate in public speaking. Two Stage 2 and two Stage 3 students were selected to represent our School in the Multicultural Public Speaking Competition. Two students received high recommendations from the adjudicator.

**Spelling Bee**

Four students from Stages 2 and 3 participated in the Goulburn/Southern Highlands Regional Final of the 2010 Premier’s Spelling Bee. Students were given the opportunity to compete at the class and stage level before going to represent our school at this level. The Premier’s Spelling Bee is about encouraging students to focus on spelling in a fun and competitive format. One of our Stage 2 students was the regional runner-up.

**Loopline Masterminds**

Selected Stage 2 and 3 students participated in the two local community of schools Mastermind challenges held this year. Each team, working collegially, applied a range of problem solving skills to the set scenario before delivering their solution to an audience of parents and other students. Challenges included the dilemma of what to do about missing socks and creating a youth leisure venue for the Southern Highlands.

**Library**

The library collection has been further expanded and enriched in 2010, with a wide selection of resources to support the school’s teaching and...
learning programs. Providing an extensive choice of reading material for the students in order to encourage a love of books and reading has also remained a priority.

The addition of an electronic whiteboard to the library this year has ensured that technology continues to be an integral part of the K-6 information skills teaching program.

Author Richard Tulloch was a welcome visitor to the Stage 3 enrichment day, his insights supplementing and enhancing literacy studies in class and the library.

During Literacy / Numeracy Week students from Bowral High visited to read the short stories and picture books they had written to our students. The high school students, many of whom were ex Bowral Public School students, appreciated the opportunity to share their writing and their stories were enjoyed by many of our classes. It was a delightful interchange and one that was very valuable for our students as listeners and critics of the older readers and writers.

Class 4D listening to Year 7 students from Bowral High

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
In Year 3, 84 children sat NAPLAN. In reading, Year 3 demonstrated strength in recognising the purpose of graphics such as photos; inferring the main message of a fable and linking ideas in information and persuasive texts. Students were able to spell one syllable words such as ‘rain’ and ‘bread’ correctly ie. use sight words and letter-sound correspondences and a variety of strategies to spell familiar words. In writing, approximately 50% correctly spelt most simple and most common words correctly. Writing results reflected that two thirds of students used paragraphs to assist the reader to negotiate a narrative.

The areas to be developed in literacy are:
- identifying spelling errors when proofreading a text;
- identifying relationships between sentences in a paragraph and track the development of ideas throughout in a narrative; and
- increasing the correct use of punctuation, especially capitalization, and grammar in all written texts

Numeracy – NAPLAN Year 3
In Year 3, 84 children sat NAPLAN. In data, space, measurement and geometry our strengths were in the recognition of common 2 dimensional shapes, identification of more complex 3 dimensional shapes, such as a triangular prism, and interpreting and explaining information in simple timetables. In number, patterns and algebra our strength was in subtraction of 2 digit numbers; identifying half and/or a quarter of a
given set of objects; and solving problems involving the face value of coins.

The areas to be developed are:
- identifying the expanded form of a 3 digit number ie. 5 hundreds, 6 tens and 3 units is equal to 563;
- solving single step word problems involving addition and multiplication;
- interpreting data in column graphs; and
- using reasoning and knowledge of common 2D shapes to solve a problem eg. Which letter is in the square and the triangle but not in the circle?

Literacy – NAPLAN Year 5

In Year 5, 68 children sat NAPLAN. In reading, Year 5 demonstrated strength in inferring characters thoughts and the effect of their words. Year 5 students were able to spell most common words correctly and used correct basic punctuation in their writing.

The areas to be developed in literacy are:
- using correct subject/verb agreement eg. ‘he was, they were’;
- identifying the correct use of relative pronouns;
- linking information and identifying the main idea in persuasive texts; and
- increasing the correct use of punctuation and grammar in all written texts.

Numeracy – NAPLAN Year 5

In Year 5, 68 children sat NAPLAN. 25% of students performed in the proficiency bands an increase of 6% on the performance in 2009. Only 1% of students were below the national minimum standard.

The areas to be developed are:
- finding the missing parts in 2D puzzles;
- multiplication of two digit numbers;
- converting units of time; and
- finding the area and perimeter of irregular shapes.
Progress in literacy
Between Year 3 and Year 5, the expected growth of all students is approximately 80 points. The performance of Bowral Public School students compared favourably to the state and similar school group (SSG) statistics in reading and writing, however work is needed to address issues of spelling and punctuation and grammar. These form our targets for 2011.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.7</td>
<td>88.8</td>
<td>79.7</td>
<td>65.8</td>
</tr>
<tr>
<td>SSG</td>
<td>83.3</td>
<td>66.1</td>
<td>83.4</td>
<td>93.6</td>
</tr>
<tr>
<td>State</td>
<td>83.8</td>
<td>66.6</td>
<td>82.6</td>
<td>95.4</td>
</tr>
</tbody>
</table>

In all facets of literacy, boys showed greater growth than girls. Significant growth was evident in all students who in Year 3 were at the lower end of the literacy scale.

Progress in numeracy
Between Year 3 and Year 5, the expected growth of all students in the state is approximately 80 points.

In numeracy our average growth was 64.9 points compared to the average growth across the state of 89.3 points and 83.6 of the SSG. 96% of students experienced some growth with girls generally performing better than boys. Students who in Year 3 were at the lower end of the numeracy scale all displayed significant growth. Numeracy is an ongoing target for Bowral Public School.

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>87.3</td>
<td>87.2</td>
<td>64.9</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>98.7</td>
</tr>
<tr>
<td>State</td>
<td>77.3</td>
<td>93.4</td>
<td>89.7</td>
</tr>
</tbody>
</table>

Note: State growth scores are for students in DET schools only.

Average progress in reading between Year 3 and Year 5

Note: State growth scores are for students in DET schools only.

Stage 2 students working mathematically
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
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</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Those students who did not meet National Benchmarks in literacy and numeracy were targeted by the school learning support teacher, with programs developed and implemented to meet individual needs.

Significant programs and initiatives
Our school has a number of specific programs to enhance the school curriculum for our students. All students need to learn about Aboriginal Australia. The large number of ethnic backgrounds in our community requires recognition and promotion. We expect all our students to demonstrate respect and responsibility.

Aboriginal education
The school provides programs designed to educate all students about Aboriginal history, culture and contemporary issues. Library and reading resources continue to be expanded to increase available literature and resources which reflect an Aboriginal perspective. An essential component of every school function is acknowledgement of country.

Funding under the Norta Norta program allowed Aboriginal students to participate in intensive literacy and numeracy programs. The Norta Norta program also gave the school an opportunity to foster and renew links with the wider Aboriginal community. All Aboriginal students have a current personal learning plan (PLP) that was discussed and shared with the student and parents / caregivers and class teacher.

Teacher professional learning has been a feature this year in both formal and informal situations. One teacher attended the ‘Dare to Lead’ course and shared ideas and experiences with other schools in our region. A morning tea for Aboriginal parents, elders and community representatives was held early in the year and this set the scene for positive community interaction. This has been enhanced with our attendance at local Aboriginal Education Consultative Group meetings.

A Stage 2 student demonstrated a commitment to sharing Aboriginal culture with others and was invited to play the didgeridoo at a function held at Sutton Forest Public School.
In Term 2 our Aboriginal students had a wonderful experience sharing with elders and local students at an Indigenous Games Day held at Bowral High.

NAIDOC week was celebrated with a visit from the National Parks and Wildlife’s Discovery Rangers. Students learnt about bush tucker, bush medicine, hunting techniques, weapons and music. They enjoyed participating in traditional indigenous dances and had the opportunity to have their faces painted.

During this time, Stage 3 students went to Bowral High School and participated in a wonderful day of activities with other students from our local community of schools. All students undertook Aboriginal Education lessons in their class. The week culminated in the construction of a mural based on the Dreamtime story ‘The Rainbow Serpent’. Everyone put a hand on the outline to symbolise the theme ‘give us a hand to lead the way in learning’. Our mural is proudly displayed on the wall of the library.

**Multicultural education**

Cultural diversity is celebrated and included in curriculum areas through class studies of other nations, cultures and religions in HSIE, creative arts and literacy. Celebrations and religious holidays were studied as a part of the Human Society and its Environment key learning area.

All students from K-6 took part in *Harmony Day* activities during Term 1. Students were encouraged to come to school wearing national costume as well as the colours of flags from around the world. At Bowral Public School we have students from 26 countries, many of whom are fortunate enough to speak another language at home.

The school welfare policy ensures an inclusive school community and a racism-free learning and working environment. One staff member is trained as an anti-racism contact officer and deals with any race issues which may arise in the school. All staff are participating in professional development to raise awareness of potential issues and appropriate etiquette when dealing with students, caregivers and community members.

This year we have enrolled a number of students with a background other than English and Bowral students have shown in their play and work the manner in which they embrace and welcome others. These students receive support from our English as a Second Language (ESL) teacher.

A new initiative in 2010 has been the introduction of an Indonesian class one afternoon after school. The group of K-2 students has had the opportunity to develop communication skills and gain insights into the relationship between language and culture. In learning Indonesian, all students can now recognise and respond to words, phrases and simple sentences in spoken Indonesian. The group, working with class 1/2P, performed a classic Australian tune ‘*Waltzing Matilda*’ using a traditional Indonesian instrument, the Angklung, at our Presentation Assembly.

**Respect and responsibility**

Our school is committed to providing a supportive and safe environment, characterised by the DET values such as integrity, respect, responsibility and learning. Students at Bowral Public School are taught respect and responsibility through specific programs such as
our student welfare and leadership programs and through the care, respect, dedication and behaviour of staff.

The school’s student welfare and discipline system recognises and promotes appropriate behaviour. Students who exhibit inappropriate behaviour have the opportunity to reflect on their choices in the Time Out room. Students discuss their behaviour and how it aligns with our school rules with executive staff and parents, where necessary. Positive behaviours are noted by teachers and acknowledged at regular stage assemblies with merit cards awarded. In 2010 the Student Welfare committee finalised a review of the Welfare Policy and this is to be submitted to the School Council for ratification in 2011. The RISC program was purchased and installed on the computer network so that we might have a centralised record keeping system to document student behaviours. This will be a useful tool to identify students ‘at risk’ and when sharing concerns with parents and caregivers.

Some of the programs and initiatives that are designed to foster a sense of respect and responsibility include:

- All senior students had Early Stage 1 ‘Buddies’. This program ensures all new students have a Year 5 or 6 ‘Buddy’ who helps them settle into school. The relationship continues all year.
- Students in Years 3-6 voted for the school captains using a democratic process. Captains took leadership positions for the school body. House Captains are also part of the student leadership program.
- Student leaders met regularly with the Principal. They work for the improvement of the school and are ‘the face’ of the school at community events.
- Students led events at school such as school assemblies, ANZAC Day and Presentation Assemblies.
- Student leaders participated in the National Young Leaders Day at Sydney Entertainment Centre joining with students from Mittagong, Kangaloon, Hill Top and Colo Vale public schools. Leadership tips from people like Melissa Doyle, Michael Milton, Nikki Bart and Bill Harrigan were a feature. Michael Milton made an impression because 'his story was incredible and his determination to do the things he wanted to do was inspiring'. (student leader comment)
- Funds were raised for UNICEF ‘Day for Change’ via a gold coin donation to the drama group production of ‘The Rumpelstiltskin Scam’.
- Each term students organise fundraising activities for the school. These ‘self help’ days require students in each sports house to work co-operatively to plan appropriate activities for students K-6.

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Connected learning

Our old school website was removed this year and we now have a dynamic website where updated information can be found about our school. The site continues to be developed as administrative staff and teachers are becoming more familiar with the format. Class pages, photo albums and newsletters are featured.

Today’s world requires students to use and be familiar with increasingly sophisticated technology to access, maintain and manipulate data and information. The curriculum highlights the need to provide students with experiences which assist them to understand the nature of information and communication technology and to be competent multimedia users.

Our connected classroom enables students to participate in video conferencing and virtual excursions. It also allows experts to be connected to our school to deliver lectures or respond to questions and ideas and will enhance opportunities for collaboration between students, teachers, classes and schools across the state or nation. Six staff members attended
training days in the use of the equipment to enhance teaching and learning and are supporting the rest of the staff in its use. Class KF joined with Kindergarten at Illaroo Rd Public School to share ideas and sing songs together.

The interactive whiteboards have been extremely well used in classrooms and the Library. Parents saw their benefits and the engagement they offer to learners at a community maths session.

Other programs

Bullying Awareness
Students from Stage 2 and Stage 3 participated in a program run by an accredited presenter from Interrelate Family Centres. This program addressed the ongoing issue of bullying in schools and provided students with a range of strategies to cope with bullying. The focus of this workshop was to:

• address cyber bullying;
• raise awareness of bullying behaviour;
• promote an atmosphere of mutual respect;
• develop age appropriate strategies for bullying situations;
• focus on ways students can contribute to a bully-free school environment; and to
• encourage the view that bullying is a problem for the whole school community.

This program was an excellent supplement to class programs and will be continued in 2011.

Enrichment Days for Gifted and Talented children in the Southern Highlands
Bowral Public School has continued to host enrichment days involving 13 public schools in the Southern Highlands. Our school counsellor coordinated a program which included the following topics: Science; Make a Film in a Day (with Vincent McManus); Presenting the Past (with the Powerhouse Museum); Creative Writing (with authors Richard Tulloch and John Heffernan); Spycraft; and Out There (with the Australian Ballet). We have been very fortunate to have presenters who are experts in their field and have shared their passion with our children.

The enrichment days are aimed at developing our gifted students by offering local opportunities to learn about areas outside the traditional curriculum, supporting and encouraging their interests. In 2010, 147 places were offered to students from Bowral Public School who were nominated and selected by their class teachers to attend these days.

Premier’s Sporting Challenge
All students from Kindergarten to Year 6 participated in the Premier’s Sporting Challenge. This program included a range of initiatives with one common purpose – to have more students, more active, more often! The aim of the challenge is to engage young people in sport and physical activity and encouraged them to lead healthy, active lifestyles.

All classes participated in a range of sports and physical activity and recorded their efforts throughout Term 2. Students were encouraged to record all forms of physical activity such as organised school sport, playground games, outdoor recreation programs, dance and local community sport, and work together to achieve award goals for their class. All students received a certificate acknowledging their efforts and the school received a Gold Award from the Premier of NSW for its achievements.

Selected Stage 3 students were involved in the NSW Premier’s Sport Leadership, ‘Learning to Lead’ program with other public school students from the Bowral Community of Schools. The students were divided into groups and rotated throughout the day around four different sports that included netball, tennis, rugby league and rugby union. During each session, the students
had the opportunity to further develop skills and to learn how to lead a training session.

**Stage 3 students at ‘Learning to Lead’**

**Drama**

This popular group is co-ordinated and run by Dr Michael Cotter. The children have been involved in voice and movement activities. One play, ‘The Curmudgeonly Rhinoceros’, was used as a reading exercise. Another, ‘The Rumpelstiltskin Scam’ was prepared and performed by a group of enthusiastic drama students. Their efforts were greatly appreciated by audiences. In preparing and performing their roles, the actors learned a good deal that will strongly influence their future personal growth. Performers and crew members have had the rewarding experience of working with their peers.

**Reading Recovery**

The Reading Recovery Program, which makes a valuable contribution to the learning support that is offered to students at our school, continued to operate in 2010 with Mrs Wendy Waide as the Reading Recovery teacher. This program offered individual help to Year 1 students to enable them to become better readers and writers. The eleven students, who received thirty minutes of tuition per day for a maximum of twenty weeks, were assimilated back into their classroom literacy programs with increased skills, knowledge and confidence. All of the students who undertake Reading Recovery have their progress monitored as they progress through to Year 3. Our inaugural group of Reading Recovery students sat NAPLAN this year and their results have reflected the benefits of this early intervention program.

**Learning Support Team**

The Learning Support Team which meets every fortnight is composed of the Executive, School Counsellor, Student Welfare Coordinator, Reading Recovery Teacher and co-ordinated by the School Learning Support Teacher [SLST]. This year the Team has supported the learning and behavioural needs of 100 students. The team receives referrals from teachers and parents and prioritises needs, planning further investigations, assessments and liaison with professionals in the community as required. The Learning Support Team also directs the school’s focus for intervention and support provided by the SLST. This collaborative group aims to provide a valuable service to students, their parents and teachers.

**CATS**

CATS or ‘Comprehension Across The Curriculum’ is a program designed by a team of Support Teachers from Shellharbour Regional Office using materials from a commercially available, high quality comprehension program.

Our School Learning Support Teacher (SLST) coordinated the implementation of this program into Stage 2 this year. Two of our classes were introduced to CATS by a team of visiting support teachers. The SLST then introduced the program to the other two classes using the connected classroom. The children worked well and were engaged in their learning. They learnt strategies which assist them to prepare for reading by ‘getting ready to read’ - studying the title, illustrations, diagrams and other detail. They then discuss any unfamiliar words and their meanings. Key words are identified in both the text and questions. Finally, when answering a question, students are encouraged to ‘recycle’ words from the questions and use them in their answers where appropriate.

This initiative proved to be an effective way to teach students using the same language across grades in order to enhance our teaching and learning of comprehension.
Gifted and Talented Register
The school’s register of students with special aptitudes continues to be developed. Children who have been tagged by teachers, peers or parents have been added to the register along with outstanding NAPLAN results. This information is of value in planning and providing enrichment programs as well as in the organising of classes and teaching programs.

Academically Gifted Class
This is an exciting initiative proposed for 2011. The Academically Gifted Class (AG) offers an opportunity for gifted children to work with their intellectual peers, remain in their home schools and be extended through a rich program developed to optimise learning and social skills. There will be opportunities for global thinking, extension and enrichment activities, student generated learning through negotiated contracts and encouragement and facilitation of integrated learning extending into individual areas of interest. This one day a week class is for children in Years 5 and 6 who are eligible to enrol in public primary schools in the Southern Highlands. The inaugural group will commence at Bowral Public School in Term 2, 2011.

SLSP Trial
In 2010 a new service delivery model for supporting students with special needs was trialled in the Illawarra and South East region. Bowral Public School received supplementation of the Support Teacher position which was increased to five days per week and renamed School Learning Support Teacher [SLST]. The funding provided to students was altered according to their assessed level of need. The school also received a pool of funds which could be used flexibly in order to provide support for the children whose needs were considered greatest by the Learning Support Team. Our School Learning Support Officers [SLSOs], previously known as Teachers’ Aides, provided essential support both in the playground and classrooms for identified students and their teachers.

Progress on 2010 targets
Target 1 Quality Teaching
Quality teaching practices are evident in teaching and learning programs and classroom implementation

Our achievements included:
• Early Stage 1 teachers had considerable teacher professional learning through the quality teaching L3 (Language, Learning, Literacy) program;
• ongoing collegial discussion and examination of the quality teaching model through regular stage meetings and planning days;
• modification of class units of work to include the quality teaching model;
• across grade and/or stage assessment tasks planned and implemented;
• development of strategies to ensure consistent teacher judgment of students’ work;
• all staff attended a five hour professional development opportunity with Ralph Pirozzo, examining the Quality Teaching Model; and
• quality teaching hot tips analysed and discussed at stage meetings in Terms 3 and 4.

Future Directions
• Continued use of stage meetings and planning days to further enhance staff knowledge of the Quality Teaching Model.
• More consistent integration of the Quality Teaching Model into programming.
• All staff possessing a sound working knowledge of the Quality Teaching Model and including this knowledge in teaching and learning programs and classroom practice.

Target 2 Numeracy
Students will demonstrate, through assessments, improved outcomes in all strands of mathematics, with a particular focus on number.

Our achievements included:
• Stage 1 teachers participated in the pilot project The Early Numeracy Program (TENS) to identify and implement effective teaching strategies in number;
• graded numeracy groups implemented in Early Stage 1 using highly differentiated teaching programs;
• implementation of the computer based program “Mathletics” in all classes K–6;
• analysis of Best Start data to identify student strengths and weaknesses;
• planning for mathematics programming integrating the Quality Teaching Model;
• across grade assessment tasks designed and implemented to further develop consistent teacher judgment;
• Stage 3 teachers met with teachers from other local primary schools and high school mathematics teachers to analyse and discuss NAPLAN results and establish areas of strength and weakness for students and teachers;
• teachers displayed an increasing confidence in using a range of strategies to support the teaching of number; and
• development of a K-6 scope and sequence plan for the teaching of mathematics.

Future Directions
• Continued use of stage meetings and planning days to further enhance staff knowledge of effective strategies for the teaching of mathematics.
• Continued implementation of ‘Mathletics’ in all classes.
• Use of findings from NAPLAN data to analyse students, teacher and school strengths and weaknesses.
• Further development, refinement and implementation of a school based scope and sequence plan in Mathematics.
• Regular monitoring of Mathematics programs to ensure sufficient time is being spent developing basic numeracy.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school leadership and the teaching of writing.

Educational and management practice
School Leadership
In Term 3 a survey of staff, parents and students was undertaken to evaluate school leadership, in relation to the principal, deputy principal, assistant principals and the school administration manager. The survey did not relate to student leadership at Bowral Public School. The survey was distributed to all staff, a random selection of students in each of the twenty one classes and one hundred of the school’s families. 30 responses were received from staff, 37 from parents and 56 from students.

Findings and conclusions
The survey evaluated aspects of leadership. The key results were as follows:

The school leaders understand the school and get the best from staff and students.
94% of staff and parents and 84% of students agreed that this was usually or almost always the case.

The school leaders value the contribution of individuals and groups.
98% of parents, 86% of staff and 74% of students agreed that leaders valued contributions from all areas of the school community.

School leaders accept responsibility for the quality of student learning outcomes.
While over 85% of parents and teachers believed this statement to be correct nearly half of the students surveyed believed that leaders only sometimes or rarely accepted responsibility for student learning.

The school ensures that everyone is treated fairly.
Overwhelmingly, over 95% of parents, teachers and students believed that school leaders ensured all members of the school community were treated equitably.

The school involves all groups within the school community in deciding what it is aiming to achieve.
Over 97% of parents surveyed believed the school leaders usually or always included the school community in the decision making process. 60% of students and 70% of staff agreed.

7. School leaders inspire and motivate learners.
84% of parents and 71% of students viewed the school leaders as inspirational and motivating, however only 55% of staff agreed.

8. School leaders are open to new ideas.
Almost 80% of all groups surveyed agreed that school leaders were usually open to new ideas.

The survey also provided the opportunity for additional comments. A sample of the few written responses include:-

Students:
“I think the school leaders work really hard to make our school great and they should be appreciated a lot”
Parents:  
“My daughter often comes home from school bored. I suspect she is under stimulated. Leadership in this area would be gratefully received”

“The school leaders value the safety and wishes of its students and their individual needs always. This is very important”

“There seems to be a general reluctance overall to embrace new ideas and consider (or fear of) undertaking new ideas and options”

“The school leaders at Bowral Public School demonstrate outstanding levels of commitment and dedication towards both staff and students. This enthusiasm is encouraging and (dare I say) infectious. Over the years I have witnessed the effects of their efforts in making the school and its community bigger and better in all areas of learning and beyond.”

Staff:  
“The individual school leaders display varying strengths. Strong leadership is not consistent across the school”

“Not all school leaders are open to new ideas- a willingness to listen may be advantageous. Going outside a comfort zone is the only way!”

Future directions
In general, the majority of the school community is happy with the leadership at Bowral Public School. The appointment of a new principal in mid 2009 and a more settled executive team have allowed the executive to function as a cohesive group which has led to the implementation of new initiatives. Responses from students indicate that executive staff should involve themselves more in the daily learning and classroom activities of students in order to understand the needs of their students. While parents consider they are able to be involved in decision making processes, executive staff need to ensure they are open to new ideas from staff and students and ensure they are consulted and actively involved in decision making processes.

Curriculum
Writing
Each year the school evaluates a key learning area (KLA). In 2010 the current teaching / learning programs, student and parent perceptions of the writing strand of the English syllabus were evaluated. Surveys of students, staff and parents were conducted to determine how our programs are perceived.

Background
At Bowral Public School we are constantly striving to improve our teaching and learning programs. This evaluation was initiated to ascertain the effectiveness and value of current strategies and if there had been any changes to competencies and attitudes to Writing following ongoing review and analysis of NAPLAN results. Teachers also participated in professional learning sessions conducted by regional consultancy staff with a view to improving the quality and structure of narrative writing during this time.

Findings and conclusions
Parents noted the relevance of this aspect of the English curriculum and the appropriateness of writing activities presented to students to meet individual needs and abilities. They would like to be more informed of their child’s progress, with an improvement in the reporting process to better reflect specific strengths and areas to be developed identified rather than what is perceived to be a generic comment by some teachers.

100 surveys were distributed to families K – 6 and 34 returned. The following are the results of the parent surveys:
- All parents acknowledged that their child’s teacher knew what the child could do and what they needed to learn.
- Classroom management and the manner in which teachers worked with the students in the class was overwhelmingly viewed as a positive factor in supporting students learn the intricacies of writing different text types.
- A number of parents indicated that their child did not talk to the teacher about their writing; and work samples rarely sent home so they could not make a judgment on skills taught.
- They would also like for students to be equipped with the knowledge and skills that would better enable them to discuss the writing criteria used to assess their work.
• How writing is assessed is an area that parents would like more information.
• Some parents commented that writing may not be emphasised or afforded the same importance as reading, particularly in the early years of learning.
• Specific feedback via student reports and individual parent / teacher interview was requested as many relied on NAPLAN and University of NSW Writing Competition data to focus on the learning and skills mastered.

Teachers identified aspects of writing that they perceive as very positive and those that potentially could be further developed. In many ways the results reflected the comments of parents. Teacher surveys indicated:
• All provide their students with a relevant curriculum in writing.
• All clarify the intended purpose of writing activities with students.
• All maintain records of student progress although almost 50% are unsure if parents understand the assessment strategies used to identify their child’s strengths and areas for further development.
• All teachers use assessment data to evaluate, develop and refine their teaching programs but it is seen to be an area that could continue to be developed and enhanced by some.
• Whilst 69% of teachers indicate that information is clearly communicated to parents about student progress there is a perception that parents may not always interpret comments in the manner they are intended.
• One teacher commented on the issue that has arisen with our involvement in the L3 training course for Early Stage 1 and the implications this has on our expectations for students in Kindergarten.

Students acknowledged that writing tasks they were required to complete were important and the activities planned by the teacher were usually interesting and helped them to learn. They said that sometimes the teacher spoke to them about the purpose of tasks set. All indicated that school reports provided information about their writing. Students seemed generally unaware of the records and work samples used by teachers to assess their strengths and areas for development in writing. All felt that their teacher knew what they could do and what they needed to learn.

**Future directions**
Writing, in particular, spelling, punctuation and grammar is a target for 2011. The feedback teachers provide to students and caregivers is vital in maintaining positive home-school partnerships. It will be a priority for the school to communicate effectively on student progress on both a 1-1 basis and also in forums such as parent / teacher meetings and stage newsletters. In the classroom teachers will continue to provide explicit instructions and ensure that tasks are relevant, challenging and meet syllabus guidelines.

**Parent, student, and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school. As a result of a survey issued to families the following results reflect their degree of satisfaction:

• More than 96% see the idea the school is friendly; tolerant and accepting of all its students and that the students are the school’s main concern.
• 90% indicated that the school is connected to its community and welcomes family involvement, although it was noted by one respondent that this is applicable ‘only up to Year 2’.
• 86% believe the school maintains a focus on literacy and numeracy although ‘extra’ experiences offered to students sometimes detracts from this focus. Sport was noted,
although this may be addressed by better communication of the role of sport in the curriculum.

- The range of extracurricular programs offered e.g. sport, music, drama, debating is valued by 75% of parents who identified the major area of concern as these opportunities are not widely spread across all stages but this may well be because of their personal experiences and not the reality of the extensive, optional choices available to students. The change in aspects of Kindergarten organisation and opportunities for students was a highlight:

  *This year Kindergarten have had concerts, sport days and an excursion to Nowra Wildlife Park – OUTSTANDING!!!*

The three major areas of concern for families are:

- promotion of the school uniform policy;
- the challenge of programs offered for students; and
- the quality of grounds and resources.

In each of these instances it was noted that whilst issues are being addressed, the current situation is less than acceptable. In terms of uniform, it is the link with the sunsafe policy that needs further action, especially the wearing of hats. 64% of families are happy with the move toward improved and more challenging programs for gifted and talented students however there does seem to be a misunderstanding of what is offered and who gets offered a place in the programs. Further work will need to be done to support gifted and talented students in the classroom so that their learning is enhanced and enriched rather than ‘coaching struggling students instead of being extended in academics’.

It is the quality of the grounds that is a significant concern with only 41% satisfied with the current situation. Whilst many acknowledge the building work and the implications this has had on the play areas for students, the majority view is that *‘the school has done an amazing job with the space available’ BUT:*

- **BPS needs bigger classrooms and an extension to the playground for kids;**
- **grounds, play area significantly inadequate for population; grounds are minimal; and**
- **compared to other schools we have limited space and resources and far too many demountable classrooms for the size of the school. The children and staff deserve a safe clean and inviting workspace.**

From teachers:

- 100% felt that the school presents a warm and welcoming atmosphere to students, staff, families and visitors and that it is a safe and secure learning environment
- 100% feel welcome as a member of staff and get enjoyment from teaching at Bowral Public School
- 100% actively pursue professional learning opportunities

Just on 56% of teachers believe staff ideas and suggestions are actively encouraged and acted upon, the rest of the staff either unsure or disagreeing. In a similar vein, 32% do not perceive their contribution to the school is valued, nor do they enjoy working as a member of the team. These figures align with those reported in 2009 and may indicate an area in need of review. One teacher noted ‘it has been hard working as part of Stage ... in terms of collaborative planning as everyone works so differently ... there has been no consistent teacher judgment and no effort to address this – frustration’.

On a positive note, an increased number of teachers see the review and consistent implementation of the student welfare policy supports students, staff and families in terms of expectations and consequences for both positive and negative behaviours.

From Stage 2 and Stage 3 students:

- 100% cope with their work, believe they can learn what they need to know and recognize what they learn will be useful.
- 100% of Stage 2 students and 89% of Stage 3 students feel their teacher takes an interest in helping them with their work.
- 100% of Stage 2 students and 96% of Stage 3 students are of the view that what they learn will be of value when they leave school.
• 89% believe that they get on well with the other students in their class, although this figure is not indicative of Stage 3 students, of whom only 81% perceive themselves as getting on well with class members.

• Despite the support for their learning and the usefulness of that learning 22% of Stage 3 students and 14% of Stage 2 students expressed the viewpoint that they couldn’t keep up with the work taught.

92% of Stage 2 students indicated that learning is fun and 98% have fun at school ie. Bowral Public School is a good place to learn. In comparison, the statistics for Stage 3 are not quite so positive only 52% saying that learning is fun and 78% indicating school is a place where they can have fun. This is consistent with similar findings in 2007, 2008 and 2009. It would be appropriate to use another, more in depth tool, to identify the reasons behind such a substantial change in how this aspect of school life is perceived from Stage 2 to Stage 3.

Stage 3 students noted in their comments about the playground that ‘we should have more play space with grass instead of going over the road’ and ‘there is not enough play area’. A few also identified personal concerns about some school rules being unfair but could not identify any particular rule. Many made the point that their teacher helped them with their work and they had enjoyed their time at Bowral Public School.

Stage 2 students were more general in their comments, noting ‘the teachers are very good at teaching’; ‘our class is very good’ one going so far as to say ‘it is a bit uneventful’ and another ‘I think school is a very educational place and I also love the teachers because they are very kind and caring even if they get grumpy at me or my friends. That’s why I love school so so much!’

Professional learning
Throughout 2010 all staff had the opportunity to participate in a variety of professional learning programs to extend and refine teaching and learning practices and to continually improve professional knowledge and skills. Professional learning was linked to the major priorities and targets from the School Management Plan. Professional learning was supported on the basis it assisted staff to meet school or individual goals. Opportunities for professional learning included attendance at school development days, staff meetings and courses offered by NSW DET consultants and professional organisations.

Collegial learning occurs on a regular basis at stage and team meetings. Some staff participated in university mentoring programs with pre-service teachers, relieving positions in the school and self-directed learning programs.

Stage based professional development sessions were held three times during the year to enable teams to work co-operatively on planning and develop a common understanding of consistent teacher judgment as it impacted on, in particular, literacy and numeracy.

Professional learning this year included:
• Regional training days for library and technology staff.
• Courses and workshops to support Reading Recovery and Learning Assistance programs.
• Six teachers attended courses on the use of interactive whiteboards.
• All teachers attended a presentation on curriculum differentiation by Ralph Pirozzo.
• Three teachers attended music training, over three days.
• All staff attended a virtual excursion to the Great Barrier Reef to learn how to use the connected classroom for class planning.
• All staff completed training in mandatory areas of CPR, asthma, code of conduct, anti racism and emergency care.
• All staff attended video conference briefings on the National Curricula in English, History, Maths and Science that was initially planned for implementation in 2011.
• All teachers, in their grade / stage groups, undertook intensive learning with the SLST in behaviour management; understanding autistic type behaviours and spelling.

Interactive Whiteboard (IWB) Training
As IWBs are becoming more prominent in schools, the teachers were given an opportunity to develop their skills in anticipation of receiving their own board. This included an afternoon session for all staff conducted by the contractor and class sessions for teachers in basic skills as well as investigating interactive online sites. Teachers are further developing their skills with attendance at regional training days and afternoon sessions conducted by the User Group at Kanahooka High School.
L3 (Language, Learning, Literacy)
The first two years of school are critical for children when learning to read. L3 is a program that provides appropriate early language and learning experiences for students to develop efficient reading strategies. Two teachers in 2010 engaged in intensive professional learning to provide quality literacy programs for students. They were trained in specific L3 pedagogy. Two other teachers were trained in 2009 and received ongoing support in 2010. Teachers refined their knowledge and beliefs about early language, learning and literacy. Enhanced classroom practice resulted in better learning outcomes for all Early Stage 1 students as evidenced by ongoing data collection.

Targeted Early Numeracy Strategies (TENS)
Stage 1 teachers at Bowral Public School were involved in professional development this year, focusing on strategies to develop early numeracy skills in our students. Initially all students were assessed to identify areas of concern. Students with specific needs were presented with developmental experiences to encourage, enhance and accelerate their numeracy skills. The following graph reflects the success of the program, with all students being assessed as meeting the criteria of ‘facile’ in numeracy by October. A well received DVD of the work done by the Stage 1 teachers was presented at Wollondilly Public School by Mrs Di Waters to senior DET personnel and all local schools involved in this initiative.

School development 2009 – 2011
The School Management Plan for 2009–2011 was developed in consultation with school staff and ratified by the parent body to meet the challenging and changing educational needs of the students. The initial plan was reviewed and modified in line with the ‘refreshed’ priorities and commitments advised by the DET in 2010. Staff and parents prioritised areas of need within the school, setting targets and nominating strategies to assist in meeting the goals. At Bowral Public School we remain committed to supporting the resilience and social awareness of students and as well as their academic growth and development. Our major focus in 2011 will be to continue to improve student learning outcomes using the Quality Teaching Model. Student welfare remains a priority.

This section of the report outlines our purpose and provides direction for the learning needs of our students in 2011 detailing the strategies to achieve our targets and how we plan to measure the progress made towards achieving targets.

Targets for 2011
Target 1 Spelling
To improve spelling skills K – 6 for all students
Strategies to achieve this target include:
• all teachers assessing spelling in a consistent way utilising standardised testing;
• explicit data analysis of NAPLAN results to develop programs based on student needs;
• explicit teaching of spelling strategies ;
• development of an explicit scope and sequence for spelling development K-6;
• trialling different spelling strategies to fully engage and challenge our students to use the four spelling knowledges;
• focussed professional learning for teachers to improve and enhance understanding of spelling conventions and strategies; and
• continued involvement in the Premier’s Spelling Bee challenge.

Our success will be measured by:
• continued improvement on student learning outcomes including assessment results from Best Start and Naplan;
• implementation of a school scope and sequence including associated rules and lists of words;
• improved teacher confidence in teaching the different elements of spelling;
• comparison of student progress Dalwood spelling assessment tool;
• use of more reliable assessment and diagnostic strategies to inform spelling programs for students with identified needs; and
• students’ written work samples reflect they value accurate spelling in published work.

Note: Students will be given clear expectations in regards to the quality of spelling that is expected in their writing.
Target 2  Punctuation and Grammar
To improve the quality and structure of text type writing with a focus on punctuation and grammar

Strategies to achieve this target include:
- explicit data analysis of NAPLAN results to develop programs based on student needs
- focused professional learning for teachers to improve and enhance understanding of different grammatical features;
- implement a whole school editing guide to support students when publishing their work;
- development of a scope and sequence, including assessment tasks, with a focus on persuasive texts;
- use common assessment tasks in each stage to track progress towards stage outcomes;
- use of a broad range of writing resources to ensure explicit teaching of grammar and punctuation;
- use of the L3 strategy to promote writing in the early years; and
- use of the IWBs to model explicit punctuation and grammar skills.

Our success will be measured by:
- consistent teacher judgment of stage / grade expectations based on review of common assessment tasks;
- improved results (over a 2 year period) based on analysis of NAPLAN data; and
- quality student work samples as students have a clear understanding of expectations and improved understanding of grammatical features.

Target 3  Numeracy
To improve the numeracy learning of all students.

Strategies to achieve this target include:
- continued use of Best Start, TENS and NAPLAN data analysis to inform teaching and learning;
- across stage collaboration to address common student needs;
- review and evaluation of current maths scope and sequence;
- ongoing professional learning for teaching staff employing school-based and learning community initiatives (including enhanced links with Bowral High); and
- explicit teaching all aspects of numeracy utilising Mathletics and text books, where appropriate, to consolidate the learning.

Our success will be measured by:
- an increase in the average numeracy growth of students from Years 3 to Year 5 based on NAPLAN results (over a period of 2 years);
- improved numeracy results (over a 2 year period) based on analysis of NAPLAN data;
- teachers assessing numeracy performance against syllabus standards through the use of common assessment tasks;
- student use of mathematical language and concepts when problem solving;
- teachers having increased access to professional learning focused on quality teaching of numeracy; and
- parents better understand the role of text books, Mathletics and games as resources to supplement and reinforce the learning.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schoo ls.nsw.edu.au/asr