Bowral Public School
Annual School Report
Students
Bowral Public School offers a comprehensive education to students from the local community and beyond. We commenced the 2012 school year with 520 students in twenty classes. An increase in student numbers necessitated a restructure of classes at the beginning of Term 2 with a twenty first class being formed. Enrolment numbers continued to fluctuate during the year, as we attracted local families, some of whom were previously enrolled at independent schools, and other families leaving for schools out of the local area. As at December 2012 we had a total enrolment of 533 students.

Staff
Bowral Public School has thirty six members of staff. The Executive staff consists of the Principal, one Deputy Principal and four Assistant Principals. Each Executive member has varied responsibilities and is accountable for supervising a stage and to support teachers within the school. In Term 2 the Principal, Mrs Wendy Buckley, accepted a relieving appointment to the position of School Education Director (Shoalhaven) and the school was led by a Relieving Principal, Mrs Jenny Quist, from Colo Vale Public School. This period also saw the Deputy Principal take on a class teaching role and the Reading Recovery teacher take on a non-teaching role. Our class teachers have various amounts of teaching experience and expertise which is willingly shared across grades and stages. The school also has a Learning and Support Teacher (L&ST) to address the needs of students who require intensive small group opportunities to aid their learning. This year has seen an influx of students for whom English is not their first language. The English as a Second Language (ESL) program provided wonderful learning activities to meet the needs of first and second phase English language learners. Bowral Public School staff also includes teachers who deliver the Release from Face to Face (RFF) program in technology, science, music and visual arts. There is a full-time Teacher-Librarian who provides a library/information skills program as well as supporting the RFF program. Due to varying needs of the student population, the school employs five Learning Support Officers who assist in supporting students with special needs. The four School Administrative and Support personnel, including a General Assistant, led by our School Administration Manager perform a highly valued and vital role.

Student achievement in 2012

NAPLAN data
In 2012, 77 students sat for the Year 3 assessments and 84 students sat the Year 5 assessment tasks in literacy and numeracy. Year 3 girls (37 students) have improved by 24 scale scores from the 2011 data in the test aspect of Reading. Year 3 girls (37 students) are 42 scale scores above the state average in the test aspect of Reading. Year 5 girls (49 students) are 18 scale scores above the state average growth in the test aspect of Reading. Areas for investigation and review are: Year 5 boys (34 students) are 34 scale scores below the state average in the test aspect of Spelling. Year 5 boys (35 students) are 19 scale scores below the state average growth in the test aspect of Numeracy. All Year 3 students met the National Minimum Standards in writing and all Year 5 students met National Minimum Standards in Numeracy.
Our school continues to uphold its proud tradition of excellence in a caring and enriching environment. Our key programs continue to excel and provide our students with the very best in education for the whole child. A snapshot of highlights for 2012 includes:

- a high quality academic program with the school performing well in NAPLAN assessments;
- winner of the Regional Public Multicultural Speaking competition in Stage 2;
- winner of the Regional final for Stage 2 and 3 in the Premiers Spelling Bee;
- our continued development and relationship with the Bowral Community of Schools;
- Stage 2 percussion and djembe drumming led by music teacher, Ms Louise Bell;
- all students receiving visual arts and gymnastics programs with specialist teachers;
- a state leader in instrumental and choral programs; and
- an extensive and engaging extra curricula program.

Our school is culturally responsive and actively promotes inclusivity as we celebrate the differences amongst our student population. It is these differences that give us strength. We continue to work with people who are engaging with the school at a high level and taking an active role in providing resources for our students.

Significant programs and initiatives

the new facilities that support our school curriculum and community. Over 300 students from Stage 2 and 3 performed ‘Rondeau’ in parts on the recorder followed by an inspiring choir of voices performing ‘Where the Mountains Meet the Sea’ marked this event.

The Veolia Mulwaree Trust officially opened the SKYCLIMBER equipment with our Student Representative Council and Community Representatives in attendance. The equipment has been a success with all students accessing the climbing frame as a component of fitness lessons and also during the lunch and recess breaks.

This year saw the inaugural Bowral Public School Art Show an initiative of our principal and organised and run by our dedicated P&C. Highlights of the evening included the viewing of student work, all framed, and viewing of a range of local artists’ work embodying diverse media including sculpture, painting, drawings and mosaic. Guests bid on the large class canvases and our student and class works now adorn many a Bowral business or family home. All student works were designed and completed as a component of our comprehensive visual arts curriculum.

The Southern Highlands Academically Gifted class for Stage 3 students continued this year. Students attended one day a week and were challenged by the curriculum offered. The success of this initiative was highlighted by the ‘Night of the Notables’ project held late in Term 3 by the students who were required to select and research an historically important individual and then present their findings ‘in character’.

Federal Member for Throsby, Mr Stephen Jones officially opened the Building Education Revolution School Hall and Canteen on Friday 24 August 2012. This auspicious occasion celebrated...
Students demonstrated skills of researching, summarising and documenting important and relevant information. Their colourful costumes, and display boards which showcased aspects of their Notable’s life were outstanding. Each student demonstrated a deep understanding of their Notable’s life and confidently communicated their understanding to their audience of parents, grandparents and friends. This event was a significant celebration of learning for our students.

As a result of a playground committee recommendation students and parents, working with talented local artist Ellen Nolet, contributed to a delightful outdoor wall mosaic highlighting life at Bowral Public School that is now a feature of our main building.

Aboriginal Education has had a high priority this year with all staff engaging in the ‘No Gap, No Excuse’ professional learning package. Significant links have been established with the local Aboriginal Education Consultative Group and we continue to build close ties with our Aboriginal community, students and families through participation in activities including the radio launch of Naragaying Birad – a Youth Radio initiative.

In 2012 our students had many interesting and challenging learning opportunities that enhanced and enriched the curriculum. These included excursions to a local farm for Early Stage 1; a visit to the Wollongong Science Centre and Planetarium for Stage 1; Stage 2 held a series of cricket clinics in Term 3 and visited The Rocks in Term 4; Sydney Aquarium and Wildlife World for Year 5; Canberra for Year 6; and Narrabeen Sports and Recreation Centre for Stage 3. These major excursions are made possible by the hard work, dedication and commitment of staff who are prepared to provide these learning opportunities. The quality engagement and participation for students ensures quality learning and deep understanding.
Principal’s message
The beginning of 2012 saw a bigger than usual drop in enrolments, with some families choosing to move to a newly opened independent school in Bowral. After a few weeks however we had an influx of new enrolments and knew that we would need to form a 21st class.

This huge undertaking meant changing many children from one class to another and thanks to the hard work of teachers and the trust and understanding of parents the changes occurred without too many hiccups.

In Term 2 I accepted a position as Acting School Education Director. Mrs Jenny Quist, Principal of Colo Vale Public School was appointed as relieving principal during my absence. The initial appointment was extended due to the many changes occurring in the Department of Education and Communities and Mrs Quist continued in the role for the remainder of the year.

While relieving as principal at Bowral Public School Mrs Quist has had an unrelenting focus on the academic achievement of our students and the professional development of our teachers.

With a new National Curriculum about to be released new NSW syllabus documents implemented, huge structural changes in our Department and schools being given more autonomy in the way they manage budgets and staffing, it is absolutely essential that our staff are highly trained and Mrs Quist has ensured that Bowral staff will continue to teach our students at a very high standard.

Relieving as principal in a new school is never an easy task and I know that Mrs Quist has been active in continuing to promote our school in the Bowral Community of Schools, while ensuring that the many programs and extra-curricular activities that we offer our students not only continued but increased under her leadership.

On behalf of the Bowral school community I would like to extend my sincere thanks and appreciation to Mrs Quist for the wonderful job she had done as relieving principal at Bowral for much of 2012.

I look forward to returning to Bowral Public School in 2013 with renewed vigour and enthusiasm, a deeper knowledge of Department policies and a commitment to continuing to ensure that Bowral Public School is a leading school in 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.

Mrs Wendy Buckley
Principal

Mrs Jenny Quist
Principal (rel)

P & C and School Council message
2012 was a year of significant change in our School Council, Mr Geoff Kerr who had been President for the last three years stood down and Mrs Sarah Turkic was elected President. The School Council continues to play a vital role in the governance of the school. Bowral is very lucky to have a Council that actively supports our school and our councilors work hard to ensure that school policies and procedures are representative of the whole school.

Our P&C has been very active this year, working hard to ensure that funds have been raised to support the learning of our students. The inaugural Art Show was an outstanding success with works from all students represented, displayed and available for sale. The year began with a great musical evening; – the hoedown - and the year culminated in a fun outdoor movie night for students.

Sarah Munro - P&C President
Sarah Turkic, Geoff Kerr – School Council Presidents

Student representative’s message
Our journey through Bowral Public School has been terrific. It has been a privilege to represent the students. We have attended fantastic excursions and we know our teachers are some of the best - they are great at ‘getting the best out of us’. We have been very fortunate to enjoy a new hall and canteen and both have made such a difference. One of the most satisfying parts of our role has been supporting the younger students. Bowral Public School would not have been the same without our friends, old and new. We have had great times and we wish luck to the student leadership team for 2013 and hope they have as wonderful an experience as we have had.

Thomas Richmond, Alexie Cribbin-Blencowe – Captains
Lachlan Cox, Grace Patterson – 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

<table>
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<tr>
<th>Gender</th>
<th>2007</th>
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<th>2012</th>
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<tr>
<td>Male</td>
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<td>250</td>
<td>263</td>
<td>268</td>
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<td>280</td>
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<td>278</td>
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Student attendance profile

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<tr>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>95.3</td>
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<td>95.3</td>
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<td>93.8</td>
<td>94.2</td>
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<td>94.6</td>
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<td>94.5</td>
<td>94.8</td>
<td>93.6</td>
<td>94.9</td>
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Management of non-attendance
Teachers and executive staff monitor full and partial absences closely. Absences causing concern are referred to the Learning Support Team and the Deputy Principal, who liaises with parents and then the Home School Liaison Officer to devise and implement strategies to support the students and the family. Where attendance continues to be of concern the case is referred for further support or action under DEC policy and legal requirements. Regular and consistent school attendance is essential to student achievement and social development.
Staff information & Financial summary

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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<tr>
<td>Assistant Principals</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Part time / RFF Teachers</td>
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<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>English as a Second Language</td>
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<tr>
<td>Counsellor (part share)</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>32.764</strong></td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012, one member of our staff identified as being an Aboriginal person.

Staff retention

Stability is high with the majority of staff retained in 2012. Our teaching staff is comprised of experienced teachers and those at the beginning of their careers. Four classes operated on a job share basis. Two executive teachers were on long term sick leave and Mr Jack Tonkin took an extended period of leave prior to retirement. Mrs Wendy Waide retired during the year (but continued to work in a temporary capacity) and Mrs Cassy Lyttle was appointed to the permanent teaching staff. In Term 4, Mr Shannon Egan was successful in attaining the position of Assistant Principal at Hill Top Public School. The subsequent vacancy was filled through the staffing procedure system with Mrs Colleen Matthews being appointed to Bowral Public School.

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>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**                     |         |
| Teaching & learning                |         |
| Key learning areas                 | 66478.07|
| Excursions                         | 75423.32|
| Extracurricular dissections        | 110405.38|
| Library                            | 9865.05 |
| Training & development             | 15416.35|
| Tied funds                         | 183018.64|
| Casual relief teachers             | 74892.62|
| Administration & office            | 57014.75 |
| Utilities                          | 46409.36 |
| Maintenance                        | 32966.41 |
| Trust accounts                     | 8499.11  |
| Capital programs                   | 20002.36 |
| **Total expenditure**              | 700391.42|
| **Balance carried forward**        | 396942.31|

The balance carried forward includes unpaid salaries for casual teachers and school learning support officers for December 2012.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and the P&C. Further details concerning the statement can be obtained by contacting the school.
The Creative and Performing Arts are highly valued by the school community and have a significant place in the school curriculum. Programs are enhanced by extracurricular activities and opportunities have continued to be expanded throughout 2012 with the support of staff, parents and community members.

We were fortunate to host visits by Oz Opera performing ‘Hansel and Gretel’ and ‘Swan Lake’ performed by the Australian Ballet.

Students auditioned and were successful in gaining a place in the NSW Wind Ensemble performing at the Sydney Opera House and also the Illawarra South East Region drama group, performing at the prestigious Southern Stars.

Stage based music performances
2012 was a successful year for music performances with each stage developing a performance for parents to celebrate the opening of the new hall and Education Week. These performances drew on the skills developed in grade and stage based singing and recorder sessions. The Stage 2 Proms concert held in the hall was a marvellous event with students singing the items learnt for the ‘Daintree’ Concert.

Boys’ Choir
Boys with accurate pitch are auditioned for the choir from Year 3 onwards. Year 5 and 6 boys are singing alto and Years 3 and 4 are singing soprano parts. The choir has special opportunities for performance throughout the year. The boys performed a very moving rendition of ‘Sailing Away’ at our ANZAC service.

Primary Proms- Daintree Concert
Thirty students from Stage 2 performed at the Primary Proms, held in the Sydney Town Hall, as enthusiastic members of the massed choir. They were fortunate to be at Central Railway Station to see ‘The Spirit of the Land Festival Lockhart’ art display designed to bring hope to drought and flood ravaged country communities featuring National Farm Sculpture.

Festival of Choral Music – Australis Concert
Our senior choristers performed brilliantly at the Sydney Opera House showcasing their remarkable talents in this state wide concert organised by the NSW Performing Arts Unit.

Festival of Instrumental Music- Mimosa Concert
Selected Stage 3 students performed in the recorder and the strings recital at the Sydney Opera House. This is one of the premier performance opportunities of the calendar year.

Drama
During 2012, our Drama Group once more attracted many members, the number of which grew to some ninety students. We formed three teams within the group: a senior team of Stage 3 students and two junior teams of Stage 2 students. We cast three plays: Fools For Dinner (Year 3); Princess Shirley Shamsugar (Year 4); and The King, The Queens, The Rat and the Witches (Years 5 and 6). Dr Cotter assumed his customary role as writer and director, Mrs Paviour took the creative lead in wardrobe and Mrs Holloway made a valuable contribution to the ‘dressing’ of our stage. And of course our students from both Stage 2 and Stage 3 impressed us all with their talents, whether as actors or as backstage crew. Students raised $210.45 for UNICEF.

Jembe Drums
All Stage 2 classes were privileged to work with Louise Bell learning how to play the djembe drums. ‘Slap, hit, tone’ are just some of the terms used when making music with the drums. Classes 3B, 3H and 4H gave special performances at K-6 assemblies demonstrating their skills and prowess.
Sport has continued to be an important focus at Bowral Public School in 2012. A wide range of opportunities have been provided for all students, appropriate to their level of skill and development. Students were given the opportunity to gain selection in a wide range of representative sports in 2012 at school, district, zone, regional and state level.

Students from Year 5 and 6 were given the opportunity to trial for selection in Bowral Public School teams in netball, soccer, cricket and AFL. The netball, soccer and cricket teams participated in the New South Wales PSSA Knockout competition and the AFL teams in the Paul Kelly Cup. Our school teams participated with enthusiasm and found the experience very rewarding. The soccer team participated with great skill and was unlucky to be knocked out in the fifth round of the state competition, one game short of being named Regional Champions. 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, rugby union, touch football and netball. A large number of 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, rugby union, touch football and hockey. Six students went on to gain selection in South Coast teams for cricket, soccer, hockey and rugby union. These students had the fantastic experience of competing at the NSW State Titles.

Stage 2 and 3 students participated in gala days in touch football, AFL and soccer. The focus of these days, organised by the Wingecarribee District PSSA, was to provide 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. There was a high level of participation in these three major events. Champions’ trophies were presented to successful students for swimming and athletics and the House Champion Shield presented to Oxley House for Swimming and Cross Country and to Jellore for Athletics.

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 two of the six individual champions’ trophies for swimming and one of the individual champions’ trophies for athletics went to students from Bowral Public School. Two students were runners up to the champions in these events.
A large group of students ranging in age from eight to twelve went on to represent the school and the district at the South Coast Championships. Three students earned the right to compete at the NSW State Championships in athletics.

Students from Kindergarten and Stage 1 also had the opportunity to participate in modified carnivals. The younger students were introduced to cross country running in a fun event held at Bradman Oval and participated in a Tabloid Sports Day. This involved a variety of activities focusing on skill development, taking turns, participating in a team, following rules and having fun, while being active. The house captains were actively involved in the implementation of this event.

The opportunity to experience a wide range of sports at a non-competitive level has been a feature of the sports’ program this year. During 2012 students have participated in programs in athletics, gymnastics, ballroom dancing, cricket, soccer and AFL. These programs ensured a high level of involvement for all and were run by highly energetic and expert instructors from various sporting organisations. All students were also regularly engaged in class sport programs that aimed to develop strength, coordination, 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 involvement and support is a contributing factor to the success of our school. Bowral Public School takes pride in its long-standing tradition of supporting our community. We value this interaction and 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.

**Anzac Day**

Anzac Day was commemorated with a service in our hall. School leaders ran the service paying tribute to the men and women who have fought in all wars to ensure that Australia has the freedom that we value and often take for granted today. Student behaviour was exemplary with our special guests from the Bowral sub branch of the RSL: Mr John Cummins, Mr John Gilmore, Mr Geoff Piggott and Mrs Barbara Grey complementing our students on their interest and respect for the dignity of the occasion. Approximately 100 students attended the town march in icy weather. A letter from an ex-parent commented on the huge turn-out and the pride of our many students who wore the medals of family members.

**Relay for Life**

Together with many schools across the Highlands a group of students from Years 3 and 4 represented BPS in a combined schools choral item held at the Cancer Council's Relay for Life event at Eridge Park, Bowral. Joining with soloists from local High Schools and a small band the students sang the chorus to “Heal the World” by Michael Jackson.
Bradman Museum
More and more classes are enjoying the opportunity to visit the Bradman Museum to participate in an educational program provided by the International Cricket Hall of Fame.

Country Women’s Association (CWA)
Over many years a tradition has been established where Year 6 students visit with the Country Women’s Association to share their research and knowledge after completing an in depth country study which is part of their coursework for HSIE. This year the country studied was Timor. The students researched, organised, recorded and presented their information in an original manner, sharing their learning with others through talks, questions and answers, drama and creative entertainment. The opportunity to have a knowledgeable, interested and appreciative audience for student endeavours is rewarding.

Tulip Time
Most classes availed themselves of the opportunity to visit Corbett Gardens, sketching the tulips and writing descriptive poetry. Fifty nine enthusiastic students, wearing blue, rode bikes and scooters joined the Tulip Time street parade, celebrating the theme ‘kids in blue on wheels’. It was especially noticeable the number of junior students who enjoyed participating in the parade with teachers and parents.

Walkathon
Our Walkathon was a huge success as an active, social and school unifying event. It was wonderful to see all 530 students and staff enjoying a fun time as one – something which we don’t have the opportunity to do very often. The children had a sense of achievement afterwards and there were smiles all round as they walked back to school.

Dressed in house colours we left at ten past eleven to walk to Bradman Oval full of enthusiasm for the Walkathon. Mr Thompson explained what we had to do and then we set off, kindergarten first. Mr Thompson put on some funky beats and we all had lots of fun dancing.

Bowral’s Got Talent
Students entered the musical and art show segments of this new initiative from the Bowral Learning Community of Schools. The Federal Minister for Education, Mr Peter Garrett judged the event and a Bowral student, playing the flute, was very pleased and proud to win the ‘best performance’ on the night.
School performance 2012 – Community / Academic

Within five minutes, the music stopped and we had to make ourselves into a statue of a famous sportsperson. Teachers gave tickets for small prizes for the best ones. When the music started we did more laps around Bradman, teachers giving out raffle tickets galore. Mr Thompson stopped the music again and we had to make a moving machine with our friends. It was great fun walking around with everyone in the school from the youngest to the oldest. We danced, sang, skipped, rolled, crawled and finally did some aerobics as we gathered at the end after walking for over an hour. We walked back to school in time for lunch with tired but happy feet! (Report by Zac Wansey 5C)

Literacy – NAPLAN Year 3

In Year 3, 77 children sat the NAPLAN tests. The percentage of students in the proficiency bands was 55% in reading, 59% in grammar and punctuation, 57% in spelling and 57% in writing. Year 3 students have shown they are performing at or above the state average in grammar and punctuation, reading and spelling. An area of significant improvement was spelling. 33.8% of students achieved Band 6 in spelling in 2012, compared with 18.3% in 2011 and 17.9% in 2010. This year, grammar and punctuation has slightly dropped and writing has dropped by 19%.

In writing, 78% of students could compose a basic persuasive text using simple vocabulary and combine clauses. The data for all students, across the state in writing reflects a trend down in meeting the criteria for the proficiency bands.

In reading, Year 3 demonstrated strength in making inferences from imaginative texts, identifying the main idea, sequencing events and locating information in a text. They also showed strength in identifying and correctly using correct basic punctuation in simple sentences.

The areas to be developed in literacy are:
- identifying errors in one and two syllable words and then spelling that word correctly;
- recognising the main purpose of texts; and
- increasing the correct use of punctuation and grammar in all written texts.

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 Yr 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Yr 5)
Numeracy – NAPLAN Year 3
77 children sat the NAPLAN tests. 44% of students performed in the proficiency bands, 5% higher than the performance of students across the state, an increase of 2% from 2011. The percentage of Year 3 students in Band 6 was above the state average in number and patterns and algebra and also in data, measurement, space and geometry. 16.9% of students achieved Band 6 in 2012, showing significant growth when compared to 2011. Trend data shows that since 2010 girls have performed significantly higher than students across the state. The trend for boys reflects the regional trend for boys, where we are performing below the state average. We need to ascertain whether this is attributable to the cohort ability level or the level of engagement.

In numeracy, Year 3 students showed strength in understanding 2D shapes; tessellations-reflecting an image; basic number facts in addition, subtraction and multiplication; subtraction involving money and calculating change; and when working with 3D shapes, identifying the faces of a prism.

The areas to be developed in numeracy are:
- nets of three dimensional shapes;
- accuracy in more complex algorisms;
- analysis and interpretation of patterns and algebra; and
- identifying the learning needs of boys and their engagement in this key learning area.

Literacy – NAPLAN Year 5
84 children sat the NAPLAN tests with 40% performing in the proficiency bands in reading, 6% higher than students across the state. The good performance of girls is masking the results of boys. In other areas our Year 5 results at proficiency level were: writing 14%; spelling 39%; and grammar and punctuation 28%. Trend data indicates that in all aspects of literacy girls are performing better than boys. Our boys are performing on a par with boys across the region except for spelling where they performed significantly lower than the average. We are looking at spelling strategies as part of a regional initiative and will need to further evaluate the effectiveness of our practice.

Students showed strength in linking a common phrase to detail in information texts, using the knowledge of a plot to predict the outcome and to make inferences about characters in imaginative texts.

The areas to be developed in literacy are:
- focusing on higher order skills when analysing grammar and punctuation;
- providing students with strategies to be able to identify and correct spelling words that are increasingly complex; and
- engaging boys in reading and writing so they might best realise their potential.
Numeracy – NAPLAN Year 5
84 children sat the NAPLAN tests. 26% of students performed in the proficiency bands, slightly higher than the performance of students across our region. After three years of sustained growth, the trend data indicates this year our students’ achievements were less than the state average. This is particularly noticeable for boys who this year, for the first time in a number of years, performed on a par with schools in the Goulburn/Highlands but less than the region.

Strength was shown in aspects of numeracy that were in the more complex tasks of estimating fractions and decimals given a shaded diagram, identifying 2D shapes from a design with two lines of symmetry and interpreting data from a divided column graph.

The areas to be developed in numeracy are:
- interpreting word problems and using appropriate strategies to calculate an answer;
- finding the next term in a geometric pattern;
- working with four digit numbers; and
- identifying the learning needs of boys and their engagement in this key learning area.

Progress in reading
The average growth of all students in reading across the state was 77.8 points. Our average growth was 85.8 points with 66% of students achieving greater than or equal to the expected growth. Of concern is the less than expected growth of 34% of students, many of whom were performing at the higher end of the reading scale in Year 3. Girls performed significantly better than boys with 74% making greater than expected growth compared to 55% of boys. Significant growth was evident in most students who in Year 3 were at the lower end of the literacy scale. It is in the area of moving the ‘middle to the top’ and ‘extending the top’ where we need to identify programs that focus on higher order thinking skills to ensure these students achieve their expected growth.

Progress in numeracy
In numeracy our average growth was 85.8 points compared to the average growth across the state of 77.8 points. 64% of students showed greater than or equal to the expected growth and 96% of students experienced some growth. As in reading it is in the area of moving the ‘middle to the top’ and ‘extending the top’ where we need to
identify programs that focus on higher order thinking skills and working mathematically.

![Average progress in Numeracy between Year 3 and 5](chart.png)

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.9</td>
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<td>102.5</td>
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<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

* Average progress data is for matched students from within the school.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

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**Aboriginal education**

Bowral Public School hosted the first module of the NO GAP, NO EXCUSE package. More than 250 teachers and ancillary staff from our Bowral Community of Schools took part in Aboriginal Cultural Awareness Training. This training is aimed at building staff knowledge and understanding of Aboriginal culture so that we can continue to provide the highest standard of teaching to all students.

At Bowral Public School we recognise that Aboriginal culture is an inherent and significant part of our Australian identity. Consequently we aim to acknowledge, support and advocate Aboriginal and Torres Strait Islander history, culture and accomplishment. We respect the positive contribution contemporary Aboriginal people have made to the school community and promote student education of Aboriginal and Torres Strait achievements and issues. This year our appreciation of Aboriginal and Torres Strait Islander culture has been demonstrated in a variety of events and programs including:

- Acknowledgement of Country is an integral part of all ceremonies at Bowral Public School. The Gundungurra People are recognised as the custodians of our region. The Aboriginal Flag is acknowledged at weekly assemblies.
- Aboriginal perspectives are embedded into units of study in line with the Department of Education’s Aboriginal Policy which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present;
Parent, teacher and executive involvement with the Southern Highlands Educational Consultative Group to plan support for Aboriginal families and students;

- Signing our Partnership Agreement / Memo of Understanding at the prestigious Community of Schools Reconciliation Ceremony held in May, with our Stage 2 choir singing, in two part harmony, ‘Brolga Dance’ written by Ian Jefferson of the NSW Performing Arts Unit;

- The start and finish of our National Reconciliation Week ceremony was marked with the sounds of the didgeridoo played by one of our talented students. Class representatives spoke on the significance of the 1967 referendum and the Mabo Decision as steps forward for the rights of Aboriginal and Torres Strait Islander people.

- Student nominations for the state based Nanga Mai Award and recipient of regional ISER Aboriginal Education Achievement Award;

- Forging positive links with Aunty Sandra Brooks who is working with students and teachers on local Aboriginal culture, including our highly successful retelling of ‘Mirragan and Garangatch’, the history of the Wingecarribee River on Bowral Youth Radio;

- Celebrating NAIDOC WEEK during Education Week with our Aboriginal students proudly wearing NAIDOC shirts as official ambassadors of Bowral Public School;

- Distributing VIBE magazine to Aboriginal students who look forward to this publication with its awareness raising of contemporary Aboriginal artists and sports people.

Bowral Public School provides support for Aboriginal students and delivers programs that encourage and acknowledge our small but significant Aboriginal enrolment of about 3%. The academic progress of these students is regularly monitored and supported. Effective Personalised Learning Plans for all indigenous students have been developed in collaboration with parents, students and teachers.

We take great pride in the following comment from Aunty Sandra regarding our students and programs, “The Bowral Public School is 'cutting edge' which advantages all who engage in your school community. Thank you for the opportunity to learn from each other. Too Deadly.”

**Multicultural education**

Cultural richness and understanding is enhanced through cross-curricula programs which develop the knowledge, skills and attitudes of all students. Our participation in Harmony Day activities encourages the integration of key values and attitudes of a tolerant and culturally diverse society. Classes wrote poems and created thoughtful and inspirational artworks focusing on the concept of inclusivity using the 2012 theme of Sport-play, engage, inspire. 4H made Harmony Day flags, each flag representing a sport and expressing a positive value for living together in harmony.
Significant Programs and Initiatives

All staff promote acceptance of Australia’s cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours. Currently we have two trained Anti-Racism Contact Officers who provide timely and professional responses to suggestions, complaints and allegations regarding racism.

All students in Stage 2 and 3 are encouraged to participate in the Multicultural Perspective Public Speaking Competition, delivering a prepared speech selected from a list of topics with a multicultural focus. Four students represented our school at the district level, presenting their speeches with confidence and really engaging the audience. Our Stage 3 students were awarded ‘Highly Commended’ certificates as they showed their ability to think and plan a quality presentation without prior notice of the topic ‘Dreams’. One of our Stage 2 representatives won the district competition and following this success she represented Bowral Public School and the District in the Regional Public Speaking Competition held at Shell Cove Public School. The adjudicators were impressed with her ability to project her voice so clearly, confidently and with expression. The content of her speech focussed on issues surrounding racism and ideas on how we as a community can overcome them. The topic of the impromptu speech was ‘Changing History’. Her enthusiasm, great use of expression and her ability to incorporate humour into her speech won over the judges and she was announced the Regional winner competing in the NSW State Final in Sydney with pride and distinction.

Respect and responsibility

Formal student leadership and the Student Representative Council (SRC) provide important benefits for students and their lifelong learning skills. Bowral Public School offers students a variety of ways to become leaders. The school encourages these leadership roles to be allocated among the student body. These roles include: SRC membership (Years 2-6), Library Monitors, House Captains, Year 6 Prefects and Year 6 School Captains, and Class Leadership roles K-6.

Bowral Public School staff have embraced the values of public education and ensure they are an integral part of our school culture. Our school rules are based on the values of care, respect, participation and cooperation. Students 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. Some of the features of these programs are:

- each term students organised ‘self-help’ activities to provide resources for the school;
- maintaining the student representative council (SRC) to foster the democratic process;
- all senior students are Kindergarten buddies. This program ensures all new students have a Year 5 or 6 buddy to help them settle into school. The relationship continues all year. Buddies meet during the orientation program.
- students from Year 2 to Year 6 vote for the school captains through an open, honest and democratic process. House Captains are also part of the student leadership program.
- students lead many events at school such as the weekly whole school assembly, ANZAC Day and Remembrance Day ceremonies.
- recognising student achievement through merit awards; and
- understanding the school’s motto of Striving, Thinking, Learning underpins our focus.
Student Representative Council (SRC)
Thirty six of our students attended a Bowral Community of Schools Leadership Day held at Biloela Outdoor Education Centre. They were mentored by Year 8 students from Bowral High as they participated in leadership games and activities. Working in teams to build trust, understand the importance of sharing ideas and co-operation saw students complete a series of challenges. The major task - to design and build a catapult that would send tennis balls across the field focused on teamwork, good sportsmanship, leadership and fun. This event set the scene for our SRC for the year as they worked together keeping our playground clean, supporting students with someone to play with at lunch and recess, running a K-2 disco, supporting a World Vision child, making decisions on behalf of students as well as representing each class at auspicious ceremonies including the opening of the Sky Climber equipment and the Bowral Youth Radio launch of Naragaying Birad.

Learning Support Team (LST)
2012 saw the implementation of Every Student Every School (ESES) state-wide. This new framework for providing support to students with additional learning needs was trialled previously in the Illawarra and South East Region and implemented in Semester 2. We now have a Learning and Support Teacher, Mrs Bev Hordern, five days per week with an additional allocation of half a day per week which has been accumulated in order to run an intensive program to support literacy for at risk students. The Learning and Support Team meets fortnightly and is made up of Executive Staff who represent each Stage, the School Counsellor, Reading Recovery Teacher, Deputy Principal, Principal and the Learning and Support Teacher who coordinates the agenda, receives referrals and manages intervention programs. By mid-November the team had discussed over 130 students, receiving 26 formal referrals from parents and teachers. The team prioritises referrals and decides on appropriate interventions. These may be inclusion in the Support Program, School Counsellor psychometric (IQ) Assessment and/or counselling and at times referral to outside agencies. The team coordinates applications for funding support for children with significant disabilities which results in the provision of support for the children with an Individual Learning Plan and School Learning Support Officer (SLSO) providing in-class support. A critical aspect of these plans is the input of parents and their involvement in information sharing meetings and review meetings held formally throughout the year in order to set agreed priorities. The Learning and Support Teacher (L&ST) has run specific programs throughout the year working in a team teaching capacity with teachers of Year 1 students on an explicit phonics program, Year 3 teachers on a comprehension program and with Kindergarten teachers on an Early Intervention Program. In addition to this the L&ST has worked with a group of Stage 3 students on an intensive literacy program and coordinated the Community Reading Intensive
Support Program (CRISP) to support Stage 2 students in Literacy using volunteer tutors and the MULTILIT program. In addition, the L&ST has assessed those students who failed to meet the National Benchmark on NAPLAN assessments and is supporting them to address their difficulties. The L&ST has driven a whole school review of spelling which has resulted in a raised awareness, sharing of strategies and increased skills of teachers in respect of spelling, particularly in the area of transferring success in weekly tests into the students’ writing, encouraging them to proofread and edit their own writing. The Learning and Support Team is a critical facet of the school’s commitment to every student’s right to develop to their potential and to feel a sense of worth.

Premier’s Spelling Bee
Bowral once again entered this challenging competition with students in Stage 2 and 3 given word lists to learn. The selection process for the regional final was rigorous as students participated in a spelling bee run along the same lines as the Premier’s Spelling Bee. After some very tense moments our winners were determined and four students represented our school in the Regional final which we had the pleasure of hosting. Our Stage 2 and Stage 3 representatives were Regional winners and represented at the state final held at the ABC studios at Ultimo, broadcast with Richard Glover on ABC radio.

Debating
At the beginning of the year all Stage 2 and Stage 3 students interested in public speaking or debating were invited to meet once a week at lunchtime to develop skills of interaction, critical listening and oral presentation. A squad of twelve students was selected and Bowral Public School fielded two teams – Red team and Blue team - in the Premier’s Challenge Debating competition. Both teams performed creditably, learning the importance of logical thinking and teamwork. The Blue team was particularly strong and competed in a ‘debate off’ against Bundanoon Turtles to determine the zone representatives. It was a very close debate but, after deliberation, Bundanoon were awarded the victory. ‘Biggest and best ever’ were the words used by the camp organisers to describe the Illawarra and South East Region debating camp held at Batemans Bay. The high level of interest in debating continued throughout the year and ten students attended the camp. They learnt to ‘peel’ an argument, contextualise their points and structure their cases effectively. They had the opportunity not only to develop the higher order thinking skills necessary for debating but to socialise with students from other schools. Two teachers and two parents were trained in adjudication which will enable Bowral Public School to effectively develop and enhance student and teacher skills in the future. 2012 was a most successful year with an enormous amount of growth in the knowledge and confidence of our students in debating.
Chess
Bowral Public School was proudly represented at the Interschool Chess Competition by a very competitive Stage 3 team in a series of four events held throughout the year. Five schools were at the competition, including Bowral, Mittagong, Glenquarry, Colo Vale and Hill Top. Strongly contested games played with a high level of enthusiasm and good sportsmanship were the order of the day and congratulations are extended to the team for their efforts. Special thanks must go to Mr Rykers, a dedicated and committed coach.

An enthusiastic team of Stage 2 students have shown initiative and established a ‘chess club’ using the giant chess pieces and outdoor chessboard, learning the game and having fun during the lunch break.

Loopline Masterminds
Stage 2 and 3 teams attended the Loopline Mastermind days at Hill Top and Colo Vale Public Schools. Teams were given challenges that required creative thinking and cooperative discussion to prepare presentations at the end of the day.

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. The table below reflects our high participation rate and the well-earned success of our students.

<table>
<thead>
<tr>
<th></th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Participation</th>
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<tr>
<td>Writing</td>
<td>2</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
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<td>6</td>
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<tr>
<td>English</td>
<td>3</td>
<td>17</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>11</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>11</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>4</td>
<td>16</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

English as a Second Language (ESL)
In 2012 the English as a Second Language (ESL) allocation was 2.5 days a week. Out of a school population of 533 there were 57 children who had a language background other than English. The ESL teacher, Mrs Melinda Hambling, worked in the classroom on a team teaching basis with all grades as well as taking small groups of children for specific instruction in all aspects of literacy (talking and listening, reading and writing).
Target 1  
**Reading**

*Outcome for 2012–2014*

Develop a shared understanding of evidence based approaches to teaching reading amongst staff to improve literacy outcomes for all students, including Aboriginal students.

**Our 2012 achievements include:**

- ongoing implementation of Best Start and Language, Learning and Literacy (L3) with 95% of Kindergarten students within or above stage expectation and all year 1 teachers incorporating principles of L3 into their teaching practices
- teachers are using different strategies to teach about comprehension levels – literal, inferential, critical / response with Stage 2 teachers using past NAPLAN papers
- Stage 1 students are actively tracked along the literacy continuum
- Stage 1 teachers are differentiating curriculum although they report it can be difficult to extend top students as many resources and time is consumed on students experiencing difficulties
- home reading is incorporated into homework K-6. It is monitored daily in Kindergarten, with a 95% participation rate, incentive programs and reading logs are used in Stage 1 and 2
- reading resources purchased include a subscription to ABC Reading Eggs K-2, leveled texts, including non-fiction, for Stage 1, reading comprehension boxes and group sets of fiction – lexile leveled used in all Stage 2 classes, ten sets of novels and reading boxes for Stage 3. Early Stage 1 use their IWB and web resources to supplement reading programs.
- Stage 3 classes incorporate peer and parent tutoring as well as BLIPS with the learning support teacher
- professional development has focused on L3, LIPI (phonics) and CATS (comprehension) training

**Future directions**

- need a program (eg CATS) to be implemented as well as L3 for Kindergarten to learn specific comprehension strategies
- IWB’s or similar technology to be provided to all classrooms

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Target 2  
**Spelling**

*Outcome for 2012–2014*

Improvement in the assessment, teaching and programming of spelling K-6 as teacher confidence in the use of a wide range of strategies and resources is developed.

**Our 2012 achievements include:**

- all Kindergarten students tracked every five weeks using L3 data
- all stages use the Dalwood assessment tool at the end of the year to monitor student progress
- Stage 1 teachers are differentiating curriculum with lists appropriate to student abilities
- all staff implementing aspects of the regional spelling initiative
- ISER criterion referenced tests used in all stages at beginning and end of year to track student progress
- parents informed about spelling practices with ‘parent friendly’ activities incorporated into homework
- Stage 1 teachers note changes in teaching practice and strategies used are becoming more evident as participation in spelling workshops continues
- Stage 2 and 3 teachers using previous lists from Premier’s Spelling Bee as part of class programs

**Future directions**

- encourage and support students to use list words in personal writing ie. transfer the learning
- ongoing use of NAPLAN data to identify areas of need
Target 3  Numeracy

**Outcome for 2012–2014**

Build teacher knowledge and understanding in the implementation of the Quality Teaching Framework to improve numeracy outcomes for all students, including Aboriginal students.

**Our 2012 achievements include:**

- Mathletics continues to be implemented K-6 with Stage 2 using the ‘challenger tests’ to extend and enhance class programs
- K-4 teachers have developed a scope and sequence to ensure a consistent approach to teaching the syllabus
- Stage 1 aim to actively track students along new numeracy continuum in 2013
- all stages use assessment tasks that cover a range of outcomes to enable students to demonstrate the breadth of their knowledge and understanding: Early Stage 1 – Best Start continuum; Stage 1 – Mathletics; Stage 2 & 3 – cross stage tasks
- all teachers trained in the use of Newman’s Error Analysis although some would like additional support to effectively teach the strategies
- all teachers are embedding elements of the Quality Teaching Framework into lessons with a focus on differentiation. Early Stage 1 operate numeracy groups and Stage 2 are explicitly providing extension and remediation tasks to enhance significance and deep knowledge
- Stage 2 and 3 teachers are using NAPLAN data and past papers to develop teaching programs whilst Early Stage 1 and Stage 1 teachers are using the NAPLAN links on our DEC portal to focus on teaching strategies and mathematical language

**Future directions**

- where textbooks are used then there is a need to differentiate to allow for the ability of students
- as a school we need to review the time / session allocated to mathematics as teachers are being challenged to fit in all strands, specifically space and measurement

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Target 4  Leadership and Management

**Outcome for 2012–2014**

Enhanced leadership capacity for school improvement and strengthened teacher capacity to improve student learning outcomes with an increased number of teachers accredited with the Institute of Teachers.

**Our 2012 achievements include:**

- In 2012 all school leaders were given the opportunity to enhance their leadership skills and attend professional learning courses. The Deputy Principal (DP) attended a DP’s conference and all Assistant Principals were encouraged to attend Middle Managers’ Conferences (3 out of 4 attended). School leaders also attended courses in the new curriculum and using the literacy continuum
- the TARS and EARS process incorporates regular collegial discussion on programming, reporting, assessment & teaching practice and some have also noted interviews with the Principal – collegial growth
- succession planning for staff roles across curriculum and school initiatives is happening to a degree with responsibilities delegated on an ‘as needs’ basis
- New Scheme teachers are being mentored by colleagues with their professional competence accreditation
- NSW Quality Teaching Model is used in school professional learning to facilitate improved student learning however we need to refine staff meeting practice to enhance productivity
- roles for student leadership have been developed although these need to be reviewed and refined
- Student Representative Council established with regular meetings held although a higher profile within the school is needed and effective means of reporting back to classes to be developed

**Future directions**

- all teaching staff to devise a professional learning plan
- clear roles and responsibilities need to be reviewed and as change occurs be revisited and reallocated where necessary
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out a curriculum evaluation of technology and a review of engagement and attainment with a specific focus on learning.

**Engagement and Attainment - Learning**
Twenty three staff completed the online survey which related to the effectiveness of implementation of the Quality Teaching Framework in the planning, implementation and assessment of class programs. Thirty six parents responded to the ten question survey and ninety four students from Years 3 to 6.

Whilst it is difficult to make judgments based on the small percentage of parents who responded the viewpoints presented are valued and will be taken into consideration for future planning. All parents on the school newsletter email list were contacted with the links and these were also notified in the newsletter.

**Background**
Our 3 year outcome is:

*Students are self-motivated, set learning goals, achieve success and seek future learning challenges (ie. engaged learners) achieved through quality teaching and wellbeing practice.*

Our focus is to maintain good discipline and effective learning through the implementation of a differentiated curriculum. The survey sought responses in the areas of intellectual quality, quality learning environment and significance – backbones of the Quality Teaching framework.

**Findings and conclusions**

In terms of **intellectual quality**:

- 86% of parents believe that the school has a focus on learning and 81% have said they know teachers have high expectations for that learning;
- 78% of parents believe the learning is both challenging and motivating for their child;
- over 80% of students identify their class is focused on learning;
- 75% of students know they could explain or show what they have learned to others;
- 85% of students in Year 5 spend time listening to teacher talk and slightly less of their time in whole class instruction, with the vast majority indicating the teacher makes the learning fun and interesting;
- all teachers provide opportunities for students to ask clarifying questions and to analyse the information that is presented;
- discussions are used regularly as an important learning strategy in all classrooms;
- students are provided with a variety of ways in which to demonstrate their understanding;
- importantly, all teachers communicate what constitutes good work to the students.

In terms of a **quality learning environment**:

- 80% of parents believe the students receive teaching that is of a high quality;
- 79% of parents believe the teachers know what their child can do and what they need to learn;
- 78% of students are proud of their learning achievements;
- students almost always come prepared and ready to learn according to teachers;
- all classrooms are structured to foster an atmosphere of mutual respect and support;
- teachers reported that the majority of students are able to remain on task with minimal attention to discipline in all classes most of the time; and
- teachers either always or mostly provide students with explicit criteria for assessment.

In terms of **significance**:

- two-thirds of parents feel their child is valued as a learner;
- a vast majority of students agree or strongly agree that what they learn in class can be used in everyday life and what they do learn is important;
• lessons in all classes recognize the social and cultural background of students and irrespective of their background, students are made to feel valued;
• lessons are designed to meet student needs and interests; and
• all teachers always or mostly integrate real life situations or contexts into the learning.

I feel our teacher has put in extra time and care to understand my child's personality difficulties to help her be the best person and learner she can be. I am very grateful for this.

I would love to hear more about how my child is going - I realise my child is only in kindergarten, but I would still love to know how he is going socially and confidence-wise..... The school is fantastic and so is my child's teacher - feedback is never enough I think.

Future directions

The responses indicate a consensus between parents, students and staff as regards the quality of the current learning programs and the many opportunities afforded students that enhance and enrich the learning experiences. Communication is an area of potential concern with only 38% of parents very satisfied with the level of regular communication as regards progress, specifics of learning programs and/or issues. All know they can make appointments but find the system can be slow and time consuming.

Technology

As a result of a staff technology survey in 2012 it was found that the majority of teachers at Bowral PS use a wide range of technologies in the preparation and planning of their teaching programs on a daily basis. These include a variety of software programs as well as the internet. The internet is used as a rich source of resources and ideas as well as for communicating and networking with colleagues.

More than half the staff has found online professional learning activities to be quite a satisfactory learning medium and would participate in future courses delivered this way.

Most staff would also like more face to face professional learning opportunities and while some would be happy to lead professional learning activities or committees, most would prefer to be mentored by someone with greater proficiency.

Two thirds of staff agreed that greater access to hardware would also be an advantage to their planning and teaching. Three quarters of the staff have access to a Smartboard in their classroom and the remaining quarter is keen to have the same. Access to laptops for a whole class or large group was also cited as being very important. Wireless networking is fast becoming a reality and is being investigated for inclusion into our whole school network. This may make it feasible to invest in laptops to provide students and staff with greater access.

Students use technology daily as part of their learning. Publishing programs and the internet are the most common sources accessed. Online programs such as Lexile, Mathletics and Reading Eggs are also used regularly across the school as part of the student’s learning programs. These programs have the advantage of also being able to be accessed at home.

Students use the internet for planned research tasks and are also beginning to use social media such as blogs, wikis and podcasts as well as email as part of their class programs.
The children use a range of devices such as computers, laptops, iTouches and iPads in their everyday learning. All teachers agree that greater access to hardware devices would be an asset to future teaching and learning programs.

Stage 2 and Stage 3 students participated in this survey and, across both stages, 80-90% of students felt that technology was important in helping them to learn.

The survey shows that the student’s main access to technology at school is through interactive white boards or desktop computers. In Stage 2 there has also been an introduction to iPad and iTouch devices while in Stage 3 there has been substantial use of digital cameras.

Stage 3 has maintained a wider range of uses for technology in learning overall. While both Stages predominantly use the internet for research and online programs such as Mathletics and Reading Eggs, Stage 3 also makes considerable use of email and has begun to explore class blogs and wikis.

All students use Word to present work. Both stages use PowerPoint and some drawing programs while Stage 3 also uses Smart Notebook and Comic Life extensively as publishing tools.

The survey indicates that about a third of Stage 3 students use technology every day. The remainder of Stage 3 along with most of Stage 2 students uses technology once or twice per week.

Across Stage 2 most students would like more access to technology with only 30% indicating that they had enough access at present. In Stage 3 however most students felt that they were able to use technology as often as they needed to. More than 90% of the students surveyed indicated that they were quite confident using technology at school.

More than half of the students surveyed said that they would like more access to laptops as well as iTouch and iPad devices at school. A very small minority indicated an interest in further use of iPhones and cameras.

Over 90% of parents indicated that they believed that computer technology is helping children learn at Bowral Public School. Over 76% indicated that they were satisfied with their children’s use of technology in their school learning programs.

Survey results show a wide variation between households in the amount of time that students spend using technology at home to complete homework. The bulk of students appear to be accessing technology anywhere between 2-4 days a week.

Surveys indicate that students also have access to a wide range of technologies at home. Most have access to the same technologies as they do at school while more than half also have access to laptop and Wi-Fi capability along with a range of other digital devices. 90% of students spend anywhere from 30 minutes to 4 hours per day using technology at home.

Most parents felt that teachers required at least as much technical knowledge relating to computers as other professionals and nearly 90% believe that Bowral is at least as well equipped as other schools.

All parents indicated that teaching students to use technology in a socially responsible manner was important while only a very small minority indicated that their family had ever experienced online bullying or harassment.

In line with results from both staff and student surveys, parents also thought that additional access to classroom computers and mobile tablet devices would be beneficial in 2013.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school and their responses are presented below.

Parents

The strengths of the school are:

- 100% of respondents state that Bowral Public School is a good school. ‘It has a very good reputation and offers a wide range of activities for the children. The teachers are excellent and all is organised very well.’
- 92% of parents say the school provides students with a safe and welcoming learning environment, an increase on the 85% response in 2011.
- 89% of parents say they feel welcome at the school and that there is a broad variety of communication methods that inform parents about the school and what is happening eg. newsletter, notes, website. Communication is an ongoing concern for a very few parents, such as when classes were changed at the beginning of Term 2. We will endeavour to promote and enhance communication throughout the school.
- 93% acknowledge the students know how to behave 78% say teachers set high standards of achievement. ‘We’ve been fortunate to have our child taught by teachers who are really committed and passionate about helping children learn and develop into young adults.’

The canteen stood out, this comment highlighting its value: ‘The canteen is unique among public schools, a credit to the creators.’

Areas highlighted as issues for parents were:

- communication with class teachers in terms of receiving helpful information about their child’s progress and achievement. This was also noted in the comments on the learning survey.
- enrichment days and extra-curricular type activities were commented upon as ‘my only disappointment with BPS is in relation to

Students

All students from Years 2-6 were given the opportunity to document their views, with 153 accessing the online survey with their class.

‘I love BPS because everybody treats everybody else as equals. All the teachers are really fun and challenge you enough!’

‘The best thing about Bowral Public School is…IT IS A GREAT SCHOOL AND I ENJOY EVERY DAY!’

‘Most teachers are very merry in the way they teach and talk to the students and try to learn everyone’s name personally’

‘Full of great opportunities and friends.’

- 96% say Bowral Public School is a place where they feel safe and 93% enjoy coming to school every day; … ‘Bowral Public School has very supportive teachers and the teachers and the staff make you feel safe.’
- 95% acknowledge Bowral Public School is a good school; 94% believe students are treated fairly and with respect by the teachers;
- 93% say the principal does a good job leading Bowral Public School
- 89% are challenged by the tasks set for them by teachers, with 97% indicating they know teachers know what they can do and how to help them in their learning;
- 96% know Bowral Public School has high expectations for student behaviour. Year 6 students commented extensively and indicated … ‘teachers at Bowral Public School take the behaviour in the school grounds to strongly, there have been people in my opinion who have been to time out for things that shouldn’t have been taken as seriously as it was’ … ‘some of the teachers could do a better job on being less strict.’
Teachers
20 teachers responded to the online survey on satisfaction. All perceive the school to be a good school presenting a warm and welcoming atmosphere to students, staff, families and visitors.

- 100% are of the view they are supported in the management of student behaviour;
- 94% have high learning expectations for students and know expectations of staff are high from parents and they make it known, but this can be a good thing for us to strive to meet the needs of our students; and
- 88% believe teachers are enthusiastic in their teaching and are dedicated and caring to all students at all times.

The outstanding students, a strong and supportive P&C and positive community relationships were identified as a major strength by every teacher.

The strength of Bowral Public School lies in ...

- the quality of the entire learning community... staff, parents and students. At certain times there is a corporate approach that achieves amazing results (eg the Art Show). There is a huge range of expertise available to our school - across many areas. This expertise is generously donated, creating synergies that lead to a quality learning environment for all students.

- the experience, competence and dedication of its staff, the strong support of the school community and its culture of striving for excellence.

Professional learning
Professional learning is related to areas identified in the school plan and Departmental and regional target areas. Funds were expended in the areas of quality teaching, literacy and numeracy, syllabus implementation, career development, welfare and equity, use of ICT and beginning teachers. All staff completed compliance training in emergency care, child protection and CPR. Additional school funds in excess of $6 000 were spent on L3 (Language and Literacy Learning) for Early Stage One and Stage One teachers.

During the latter part of the year extensive professional learning focused upon the Australian Curriculum with a view to mandated implementation for English in 2014.

All staff are encouraged to pursue professional learning opportunities this is the perception of only 53%. In the review of leadership and management it was recommended all teachers develop a professional learning plan aligned to school and personal goals.

A feature of Bowral Public School is the links established with the University of Wollongong and Curtin Technology University in Western Australia and their pre-service practicum education programs. This year we have hosted a number of students K-6 and the feedback has been overwhelmingly positive. Val Morey from Curtin University writes about the quality of ‘the reception they have been given and the excellent modeling, mentoring and support they have received in their placement’.
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Reading and Engagement

**Outcome for 2012–2014**

Develop a shared understanding of evidence based approaches to teaching reading amongst staff to improve literacy outcomes for all students, including Aboriginal students.

**2013 strategies to achieve this outcome include:**
- ongoing implementation of Best Start and Language, Learning and Literacy (L3)
- professional learning:
  - ‘Choosing Literacy Strategies that Work’, Programming and Strategies Handbook, Best Start and NAPLAN teaching strategies
  - how to use the literacy continuum
  - analysis of student performance in NAPLAN, Best Start and L3 to identify trend and individual needs
- enhanced student engagement through effective use of IWB as a tool for learning
- use of gender appropriate texts to enhance student engagement in Stage 3
- increased emphasis on differentiation of the curriculum to cater for the wide range of abilities in each class
- strengthen understanding and use of personalised learning plans to improve literacy outcomes for all Aboriginal students.

**Our success will be measured by:**
- 75% of year 3 boys achieving in band 4 or above by 2014 on NAPLAN results
- 80% of year 3 students achieving in band 4 or above on NAPLAN results
- 50% of year 5 boys achieving in band 6 or above by 2014 on NAPLAN results
- Year 5 students get 2 more questions correct than in 2012 - moving the middle to the top
- 90% of Kindergarten students reading at or above level 10 by the end of 2013
- 90% of Year 1 students reading at or above level 18 by the end of 2013
- 90% of Year 2 students reading at or above level 28 by the end of 2013
- All stage 3 students tracked on the literacy continuum in line with COS initiative

**Spelling**

Improvement in the assessment, teaching and programming of spelling K-6 as teacher confidence in the use of a wide range of strategies and resources is developed.

**2013 strategies to achieve this outcome include:**
- use of consistent assessment strategies ie. Dalwood Spelling Test to inform classroom programs and meet specific student needs
- implement recommendations from ISER spelling review:
  - greater awareness of the four aspects of spelling knowledge
  - increased focus on students’ editing their own work in personal writing
  - encourage and support student use of list words in personal writing
  - use of relevant games and activities to reinforce and consolidate skills
- develop scope and sequence for rules and words groups
- effective use of CBA data to inform teaching, identify common error patterns and to monitor growth
- ongoing professional learning in practical approaches to teach grammar, punctuation and spelling and the use of smartboards as a tool for learning
- systematic use of LIPI and L3 in ES1 and S1 to ensure a consistent approach across grades, mastery of phonics and sight words
• continued explicit teaching strategies aimed at developing student writing, spelling and grammar skills to move students from the middle to the top bands in spelling including use of activities from ‘Effectiveness of Spelling Learning Experiences’ for Stage 3.

Our success will be measured by:
• 80% of students achieving results consistent with their year group or above in Dalwood
• 78% of year 3 students achieving in Band 4 or above on NAPLAN results
• 62% of year 5 students achieving in Band 6 or above on NAPLAN results
• 90% of Kindergarten students working at or above the 5th cluster of the literacy continuum in phonics and phonemic awareness
• 90% of Year 1 students working at or above the 7th cluster of the literacy continuum in phonics and the 6th cluster in phonemic awareness
• 90% of year 2 students working at or above the 8th cluster of the literacy continuum in phonics and the 6th cluster in phonemic awareness
• All stage 3 students tracked on the literacy continuum in line with COS initiative

Numeracy and Engagement
Build teacher knowledge and understanding in the implementation of the Quality Teaching Framework to improve numeracy outcomes for all students, including Aboriginal students.

2013 strategies to achieve this outcome include:
• school/class timetables designed to maximise instructional time for numeracy
• ongoing implementation of Mathletics
• enhance student engagement by embedding elements of the Quality Teaching Framework into lessons with a focus on differentiation and, where textbooks are used, the ability of students is taken into consideration

analysis of NAPLAN and school based assessment data to identify specific areas of need to guide teaching and learning

• professional learning:
  o curriculum differentiation in numeracy
  o teaching strategies that focus on metalanguage, use of concrete materials and solving multi-step problems using Newman’s analysis
  o boys’ education strategies
  o NAPLAN item analysis focusing on areas for development in numeracy
• trial use of iPod Touches to facilitate group work in numeracy in ES1 and S1
• use of interactive whiteboards (IWBs), if installed, with emphasis on interactivity

Our success will be measured by:
• the proportion of students at proficiency level in NAPLAN will approximate the state
• 70% of matched students will achieve expected NAPLAN numeracy growth from Year 3 to 5
• 75% of Kindergarten students will have moved beyond the figurative level in applying early arithmetical strategies
• 60% of Year 5 boys achieving in band 6 or above in numeracy on NAPLAN results
• 65% of Year 3 boys achieving in band 6 or above in numeracy on NAPLAN results
• 100% of teachers demonstrate evidence of catering for individual student needs through provision of a differentiated curriculum
• 100% of Stage 2 and 3 teachers implementing Newman’s prompts resources
• 100% of teachers to implement quality, relevant learning experiences that develop Working Mathematically skills across all strands of mathematics as evidenced in stage planning discussions and classroom programs
Australian Curriculum
Develop school capabilities to provide for students’ needs with ongoing, planned professional learning focused on the implementation of the Australian curriculum.

2013 Strategies to achieve this target include:
- teacher professional learning to build capacity of staff to deliver the Australian curriculum (focus on English syllabus)
  - teachers become familiar with Australian Curriculum documents
  - review English syllabus
  - external professional learning to share information at school level
- staff to align professional learning goals to Australian Curriculum implementation
- collaborative planning and development of English resources with the Bowral Community of Schools
- resources reviewed and programs / units of study refined and aligned to Australian curriculum

Our success will be measured by:
100% of teaching staff have the capacity to deliver quality learning programs when the English syllabus is implemented in 2014.

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.

Sarah Munro, P&C President
Geoff Kerr, School Council President
Sarah Turkic, School Council President
Linda Rice, School Administration Manager
Michael Cotter, Classroom Teacher
Adam Tudor, Classroom Teacher
Beverley Hordern, Learning & Support Teacher
Jennifer Henderson, Teacher Librarian
Jane Bell, Assistant Principal
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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: