School context statement

Bowral High School is a large comprehensive high school of 886 students including 41 Aboriginal and Torres Strait Islander students and 39 students with special needs. A strong tradition of excellence in all academic areas, the creative and performing arts and sport is embedded in the school culture. Vocational education and training are offered in the curriculum with an impressive record of success across a range of courses including Hospitality, Entertainment, Sports Coaching and Business Services. The school has a range of well-resourced and effective welfare and student leadership programs. Four special education classes supporting students with disabilities are well supported by trained and experienced teachers and learning support officers. The school staff is experienced, cohesive and committed to improving standards and opportunities for students.

Principal’s Message

Bowral High School is a proud comprehensive public high school with strong links to the local community. The school motto: ‘Exceptional Learning Opportunities for All’ defines a culture where excellence is not only valued but expected and where students are challenged in their learning. Performing and Creative Arts are highly valued in the school and students are offered opportunities to excel in music, dance, drama and visual arts. Rich and challenging sport programs are offered to students, along with opportunities to represent the school in regional, state and national competitions.

2014 was a busy year for the school with the focus on relationships and engagement reflected in many successful programs and initiatives. The stage 4 learning teams and year 7 showcase events were built on and improved. Two showcase nights were held, attended by over 300 parents and community members, celebrating the projects that students and their teachers were working on in class. This program, along with ASPIRE, is a reflection of our commitment to ensuring that when our students begin their journey at Bowral High School they have a strong sense of belonging, enjoy positive, supportive relationships with their teachers and are challenged to aim high.

I am proud to work in a school community that challenges students and promotes high expectations to all. The teaching and support staff is committed, focused and professional. The school continues to enjoy excellent relationships with our partner primary schools and the broader community. Our goal is to send our students out into the community as resilient, independent and confident young people ready for work and further study.

Kim Paviour

P&C President’s Report

2014 was my first year as P&C president. I would like to acknowledge the huge years of dedication and hard work of our outgoing president, Sally Ray.

Most of the P&C funds come from the School Canteen, the profits from which are returned to the school for the benefit of our students. The P&C has this year funded a number of programs within the school; highlights include:

The Vivos rewards program; this costs $12,000 a year, and is totally funded by the P&C.

The Student Locker Program; The P&C have purchased two banks of student lockers at a cost of $14,000. They have been placed in the Year 12 Senior Study and in the Art block. These lockers are available for hire for senior and junior students and are allocated through the Vivo system.

The Breakfast club which provides a cooked breakfast two mornings a week between 8am and 9am. The club was started last year with a one off donation from the P&C, and the P&C has this year made a further one off donation to keep it running.

The Year 7 Projects; the P&C purchased 6 video cameras - one for each Year 7 class to support
their project learning and showcase projects and also supported the **Year 7 Showcase** with a Parent Committee that helped with the organisation of this outstanding event.

Funding to hire the exhibition space for one week at the Milk Factory Gallery for an **art exhibition of year 12 Art works**. The P&C has also agreed to fund the annual purchase of an art work from a year 12 student, in order to build up and showcase a collection of original art work around the school.

The LEXIA reading program; the P&C paid for **headphones, and laptop chargers** for the launch of Lexia.

There were a number of other requests that the P&C funded, including support of students travelling to represent the school at State Sporting Competitions, the ANZAC Memorial Garden Centenary Project and Prefect Blazers.

We meet on the 3rd Wednesday of every month in term time at 7 pm. I thank all of my fellow members of the P&C for their tireless work in support of our fabulous school, staff and students. I encourage parents and citizen to join the P&C and support our work for our school community.

Lesley Staats

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**Student Representative Council Report (SRC)**

2014 was another successful year for the SRC, with a lot of hard work and assistance with many school events and fundraisers. Our president for 2013 was Mitchell Brummell.

Many fundraisers were held throughout the year and the SRC assisted with functions in the school and community. These included:

The SRC ran the Swimming Carnival BBQ and Drinks stall at the Bowral Pool. Many sausages were sold through the day and a large amount of money was raised.

The annual Valentine’s Day Rose Stall sold roses around the school, making a profit of around $350.

The SRC members helped out every Tuesday and Thursday in the canteen. This built communication skills for the SRC and made a big difference in the canteen profits.

Members of the SRC, Duke of Edinburgh and Prefect Council assisted Red Cross in collecting money from Bowral residents in the Door Knock Appeal. In total, the SRC collected over $1500 which was sent to help with natural disasters overseas.

SRC students also lent a helping hand to the Bowral Legacy Committee and sold Legacy badges in Bowral and surrounds.

The SRC was coordinated by Miss Emily Nelson. The SRC coordinator for 2015 will be Mrs Angela Harmey. With her help and also that of the new SRC members, we will look at spending some of the funds raised on important equipment that will help improve our school.

**Rebecca Westley, SRC President 2015**

**Student information**

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

**Student enrolment profile**

Student enrolment declined marginally in 2014 but the pattern is similar to previous years. The number of males enrolled continues to be higher that the number of females enrolled.
In 2014, overall student attendance was 89.7%, a marked improvement on the 2013 data and the highest level since 2009. Attendance improved by 1.3% from 2013 but is still 5% below state average.

Management of non-attendance
The school continued to commit significant resources towards improving attendance in 2014. Staff called parents and worked closely with them and the Home School Liaison Officer (HSLO) to improve attendance. In addition, a truancy officer was given a period allocation to monitor student attendance in class. In 2014, EDVAL welfare was introduced which improved roll marking and attendance tracking. Rolls were marked online every period. Year 10 students are supported with a comprehensive school to work program and engage in work experience as a means of improving engagement. These programs will continue in 2015.

Post-school destinations
POST SCHOOL DESTINATIONS – Year 12 2014
Bowral High School received 94 responses (97%) to the Post School Destination survey of year 12 2014. The results are represented in the chart below.

The proportion of students undertaking further study at university is slightly higher than 2013, as the previous figure combined those going to university with those who had deferred their studies.

The biggest difference in outcomes is the increased number of students who are undertaking employment with the aim of saving enough money to allow them to enter tertiary education either in 2015 or in 2016.

Interestingly, the number of students who left at the end of Year 10 in 2014 to take up an apprenticeship was larger than the number of year 12 2014 students who gained an apprenticeship or traineeship.

University Offers 2015
From the cohort of 97 students, 63 were eligible for an ATAR.

Of these, 39% of students took up university offers. These offers were from a small number of universities, illustrated in the graph below.


55% of ATAR eligible students went to the University of Wollongong, echoing the strong partnership built through their In2Uni Schools Program. Sixteen students participated in the University of Wollongong’s (UOW) University Preparation Program. Ten students were
successful in gaining entry into the UOW through their Early Entry Scheme.

Some of the students studying Nursing do so as an extension of the Certificate III in Health Services Assistance (Assisting in Nursing Work in Acute Care) course studied in years 11 and 12. Studying this course through school allowed them to begin their post school studies at an advanced level to their peers. They have also been able to gain employment after school as AINs (Assistants in Nursing) which provides a relatively higher rate of pay.

23% of students used the Vocational Education and Training subject in their program of study to gain employment, or as a basis for further study or contribute to their ATAR.

Vocational or Trade Training Undertaken at School

In 2014, 103 students from years 10, 11, and 12 students undertook vocational educational and training (VET) subjects at school, TAFE and through various Registered Training Organisations (RTOs) as part of their school study program. In addition to Business Services, Entertainment Industry, Hospitality and Sport Coaching taught at school by our specially trained teachers, thirty two students studied courses at TAFE including Animal Studies, Automotive, Beauty, Business Services, Children’s Services, Construction, Equine Studies, Hairdressing, Information Technology, Media (News), Primary Industries, and Retail. Twelve students participated in Human Services (Nursing) studies run through Bowral Hospital by NSW Area Health.

Additionally, five students combined their school studies and vocational education and training with paid employment to complete school based traineeships with Bowral Mowers, KFC Mittagong, Bowral Commonwealth Bank, Moss Vale Gymnastics, Plus Fitness Mittagong, and Reece Plumbing.

VET was a focus of a specially created TAFE Taster course, funded and managed through Moss Vale TAFE. Thirteen Year 10 students participated in the semester long program each Friday, exploring a variety of vocational areas to assist them align their career path to their interests and skill level.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>47.6</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1</td>
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<tr>
<td>Teacher of Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disability</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.882</td>
</tr>
<tr>
<td>Total</td>
<td>83.882</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The teaching staff at Bowral High School is fully accredited with the NSW Institute of teachers. Bowral High had no Indigenous staff members in 2014.

Teacher qualifications

All teaching staff meets 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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Teacher professional learning continued to be a priority at Bowral High School in 2013. The school is committed to the provision of on-going, high quality professional learning for staff. Teacher professional learning is closely linked with all three priority areas of the school plan and in the
new planning cycle from 2015, staff professional learning and welfare will be one of the priority areas.

The average expenditure per teacher on professional learning in 2014 was $1,212.84. The total expenditure on teacher professional learning was $86,111.98. This expenditure included the additional funding of $7,920.00 that was provided to support the introduction of the National Curriculum; $963.44 to support Vocational Education and Training (VET) teachers; $33,485.64 to provide professional learning for beginning teachers; $8,274.53 to train teachers in the collection of disability data for students.

In 2014 there were 26 New Scheme teachers. 22 had reached the proficient standard and 6 were probationary.

In 2014 all staff continued to follow their professional learning plans that are aligned to the school priority areas and targets. Professional learning was at the top of the agenda in all school meetings, including executive, faculty and staff meetings. Once a month professional learning workshops were offered to staff, covering a range of areas, including the national curriculum, technology, managing student behaviour and many others.

The staff participated in six staff development days and two three-hour after school workshops in 2014. The areas covered included the following:

- Teacher-Student relationships
- Positive Behaviours for Success
- Australian Professional Standards for Teachers
- Behaviour Management
- The Challenge of the Trauma Brain
- ‘You Can Handle Them All’
- Mandatory staff training
- RAP data analysis
- ASPIRE

**Beginning Teachers**

Beginning Teachers Support Funding of $38 870.01 was received in 2014 to support four identified beginning teachers. Of this amount, $33 485.64 was spent in the professional development of these teachers in the areas of building positive relationships with students, classroom management strategies, teacher resilience and wellbeing, subject specific programming and delivery, and year adviser training. In 2014 Beginning Teachers were provided with mentoring, release time and professional learning to support their ongoing development. This reflects the broad contribution that these teachers have made to Bowral High School over the year. An amount of $19 002.95 is held over for continued professional development of these teachers in 2015.

**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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>326637.08</td>
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<tr>
<td>Global funds</td>
<td>556391.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>451756.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>464311.17</td>
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<tr>
<td>Interest</td>
<td>12622.75</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>34743.58</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1846462.28</td>
</tr>
</tbody>
</table>

| **Expenditure** | | |
| Teaching & learning | | |
| Key learning areas | 183498.38 |
| Excursions | 185578.08 |
| Extracurricular dissections | 129984.24 |
| Library | 14457.50 |
| Training & development | 5048.06 |
| Tied funds | 394399.97 |
| Casual relief | 206047.94 |
| Administration & office | 140909.10 |
| School-operated canteen | 0.00 |
| Utilities | 146027.06 |
| Maintenance | 62950.27 |
| Trust accounts | 35503.82 |
| Capital programs | 43424.89 |
| Total expenditure | 1547829.31 |
| **Balance carried forward** | 298632.97 |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

The Library Resource Centre

The Library Resource Centre continues to refine its management, operational and resource structures to ensure its viability as an effective support resource for the school’s teaching and learning needs.

As part of this refinement, the library began a process of self-evaluation involving examining how it operates, how people use the library and what are their main needs. As a result of this evaluation, old resources were disposed, new systems put in place and alternate information sources were made available through the expansion of technology in the library.

Class use continues to increase although borrowing of non-fiction and fiction items shows a slight decline. Users need information when they use the library and don’t want to wait. To accommodate this trend, technology has been an important component of all planning this year. Existing technology has been supplemented by ex-DER laptops to increase the number available for students to use, support targeted programs involving particular class groups and support teachers in their daily teaching and learning needs.

This focus has produced positive outcomes for most students and will continue to be a cornerstone of next year’s planning and management strategies.

Creative Arts Faculty

In 2014, Visual Arts issued several scholarships to a number of senior students. There were various forms of scholarships:

The Deitrich scholarship was awarded to Aliza Allen for a student who has shown ongoing commitment to the study of Visual Arts in senior high school,

The Perseverance Award went to: Taleah McGregor

The Walker Ceramics award was given to: Taylor Totten

The Bowral Paper place award was given to: Grace Barr

Senior Visual Arts students went to see two Art Express exhibitions in 2014. Not only did the students show their support for the two works from Bowral High included in the exhibition; they also gained an insight into the standard that can be achieved through thought and hard work.

An exhibition was held at the local Milk Factory Gallery that showcased the year 12 major works for a week. The public was able to see the exhibition and the exhibition also created a strong relationship between the school and a local business.

In 2014, Drama students travelled to Belvoir St theatre, Sydney to see Hedda Gabler, The school also hosted the combined HSC performance day, presenting their group and individual performances to the whole school community. Drama for 2015 continues to grow with over 45 students across stages 5 and 6.

Performance opportunities were the leading focus for the Dancers of 2014. Due to the introduction of cross year group sport time, a regular rehearsal time for the Dance company led to the development of performances for their peers and the wider community. The company performed at the Illawarra and South East Dance Festival with a beautiful piece titled ‘Water Spirits’ with costumes made by Mrs Zink. Each dance class also had the opportunity to present their work at the regular assemblies or Performance evenings.

The Instrumental Ensemble Program continued in 2014 under the leadership of Mr Andrew Lyons, who concluded many years of outstanding service to music students at the end of 2014.

The Choir once again performed at the SING Southern Highlands concert as well as the NSW Public Schools Secondary Choral Concert.

The Meet the Music concert series was well attended by over 40 students in 2014, providing opportunities to engage with a diverse range of music at the Sydney Opera House.

The Music Tuition Program continued to expand in 2014 with the inclusion of vocal tuition and an increase in wind instruments.

Support Faculty

Two year 12 students received recognition at the 2014 Southern Highlands VET awards. Claire Van Bergen was recognised for Hospitality and Chris May for his commitment to his school based apprenticeship.
Our senior students were able to attend the Mock Interviews at Moss Vale TAFE to improve their skills. They also continued their participation in the Taster program and visited Essential Personnel and Training (Transition to Work) program.

The Multi-Categorical (MC) class participated in two major excursions throughout the year. Students and teachers visited Questacon and the Australian Museum in Canberra, as well as China Town and the Chinese Gardens in the heart of Sydney.

All of our students were invited to Mittagong Ten Pin Bowling to participate in an afternoon of bowling with other support students from the area. It was a great opportunity to meet other students their age and make new friends.

Human Society & Its Environment

New History teaching programs reflecting Australian Curriculum content were introduced successfully for years 7 and 9 in 2014. A new feature of these programs included the opportunity for year 9 students to participate in a site study visit to the Australian War Memorial. Additionally, year 9 Geography students participated in a new excursion to Cabramatta to complement their investigation of different Australian Communities.

Highlights included the participation of selected year 9 students in the Simpson Prize, a national essay competition. Several year 9 Commerce students also participated in the NSW Fair Trading Money Stuff Challenge, winning a Regional Highly Commended Award for their short film about mobile phone scams.

Year 10 Elective History students investigated experiences of local World War 1 veterans, developing strong links with the local community in advance of the ANZAC Centenary Celebrations in 2015. The faculty staff, led by Mr Andrew and Mr Staats, was successful in obtaining an ANZAC Centenary Grant of $5900 which will be used to establish a school ANZAC Memorial Garden.

Mitchell Brummell in year 11 Ancient History class was selected to engage in “hands on” archaeology as part of the locally based Harper’s Kitchen Dig.

Mathematics

During 2014, the Mathematics faculty began the process of implementing new curriculum in year 7, year 9 and year 12 Mathematics General. The major focus of the new courses is the use of ‘working mathematically’ where students are encouraged to extend their ability to communicate mathematically and to explain mathematical relationships. A major change to assessment for junior Mathematics classes during 2014 was the introduction of a non-test assessment for each year group.

Year 7 students conducted a data gathering project with students working in groups, year 8 built models of their dream home, year 9 students investigated various aspects of financial mathematics related to earning money and, year 10 students either conducted a statistical exercise or investigated non-linear relationships. These assessment tasks have all been reviewed for improvement and will be used again in 2015.

Excellence in Vocational Education and Training Awards Evening 2014

On Tuesday 2 September, the VET awards evening was held at Mittagong RSL and various staff members and VET students from Bowral High attended. Christopher May was awarded the School Based Trainee of the Year; Brigitte Simpson was awarded the VET student of the Year for Business Services and Claire Van Bergen was awarded the Judges Award for Excellence.

The following students also all received Certificates of Merit: Kiara Baines, Linda Binns,

Technological and Applied Studies (TAS)

In 2014, the acquisition of an extra two data projectors and speakers and two 3D printers enhanced the computer based technologies within the TAS faculty.

Student achievements throughout the year included:

- Zachary Bertram, Matthew Dunn and Cory McAloon achieved band 6 results in Engineering Studies in the HSC.
- Nathan Crawshaw achieved a band 6 result Industrial Technology in the HSC.
- Antero Wedde of year 11 was a finalist in the University of Wollongong NSW High School Engineering Report Writing Competition.

The end of Term 3 saw the departure of Mr David Pratts. David was a long serving member of the TAS faculty, having commenced his teaching career at Bowral High School in 1977. The faculty wishes David a long and happy retirement and thanks him for his professionalism and valued contributions over the past 38 years.

Award for Contribution to Public Education

The Deputy Principal, John Staats received a Teacher in an Executive Role award for his contributions to Public Education in 2014. John was nominated by the principal for his outstanding work on the Kindness Project and Year 7 Showcase events.

The award was presented to John at the Come Together- A Celebration of Excellence ceremony at Sydney Town Hall on November 4 2014.

Come Together is a celebration of student, staff and community achievements and will also showcase outstanding student performances in the arts.

English Faculty

Since the English faculty review and subsequent follow up evaluation, there have been significant refinements in the teaching and assessment policies and practices. With revised policies and more consistent application in place with regard to the administration, communication and quality of assessment across all years in English, many of the concerns of students, parents and staff have been addressed. Assessment for learning is more consistently practised across the faculty. The faculty is constantly striving to better support our students for their assessment tasks. Students are given consistent and explicit instruction, follow clear timelines and are provided with more timely and detailed feedback.

During the year, the faculty implemented the first stage of the new English Syllabus for the National Curriculum for years 7 and 9. Staff shared resources and worked in planning teams to review and rewrite our year 8 and year 10 teaching and assessment programs and units for implementation in 2015.

Debating Report

2014 was another successful year for debating at Bowral High School. Throughout the year, students from years 7 to 12 participated in the Premier’s Debating Challenge, competing against other local high schools. The stage 4 (years 7 and 8) team and stage 5 (years 9 and 10) team attended weekly training sessions in order to prepare for these debates.

The stage 4 team, some of whom were competing for the first time in high school debating, participated in their zone with enthusiasm, but unfortunately did not progress beyond the first round. The stage 6 team did not progress beyond the local zone either, but were victorious during their participation in the Seniors Week debate against local Senior citizens. The stage 5 team was the most successful of the year, winning the majority of their zone debates, and becoming zone champions. They then progressed on to the finals, where they were unfortunately knocked out during the first round.

During the finals, Tayla Parsons from year 10 was chosen as part of a select team of 5 students who represented the Illawarra and South East region in the Junior State Debating Championships, competing against the best debaters in NSW. Regardless of the outcome, all the students enjoyed their participation in these debates. Bowral High and the debating coaches look forward to continuing our involvement with these events in 2015.
Science Report

2014 was a positive and productive year in the Science Faculty at Bowral High School. The focus on developing pedagogy around technology has been very successful. Students in all years have had access to an increased pool of computers, iPads and Android tablets. A number of wireless data collection probes have also been purchased. The students have been engaged in research, data logging and analysis using this new technology.

The Science staff began the process of writing new teaching programs in 2014 in response to the new Australian Curriculum. This has been a significant undertaking and has required major revision to many of existing programs.

Excursions continued to form an integral and important aspect of learning Science at Bowral High School. Year 7 spent time at Taronga Zoo learning biology. Year 9 enjoyed a splendid learning experience exploring Questacon in Canberra and our year 11 Biology and Earth and Environmental students spent an overnight camp at Wooglemi carrying out their mandatory local ecosystems studies.

PDHPE

The PDHPE faculty participated in a curriculum review to examine the scope and sequence, programming and assessment processes in preparation for 2015. The faculty focused on the development of lessons and activities enhancing engagement and embedding the Positive Behaviour for Success (PBS) values into teaching and learning activities. The introduction of VET Sport Coaching in 2014 had wide appeal for students and another teacher has completed the training so that two classes can be offered in 2015.

Students continued to participate in U Turn the Wheel and support of our local Primary schools through officiating roles and responsibilities. The PDHPE faculty is focused on continued professional development targeting improved HSC results for senior students. The PDHPE faculty regularly conducted physical activities during recess and lunch to improve positive relationships and this will continue in 2015.

Sports Report

Sport at Bowral High School continues to be a highly valued and strongly supported aspect of the school curriculum. In 2014, outstanding team and individual performances were evident. During 2014, the re-introduction of the traditional sports afternoon for students in years 9-11 offered a wide variety of sports to students, both at school and within the wider community. The program was embraced by all staff and students with positive feedback received in all areas of the school community. In 2015, the school sport program will operate the junior school 7-10 on Wednesday afternoons and year 11 will have stand-alone sport on Tuesday afternoons.

The school continued to work closely with local primary schools, with many students fulfilling roles as referees or assistants at local carnivals and gala days. This will continue in 2015.

The school carnivals in 2014 were again well supported with all having higher levels of participation than 2013. The House Champion for 2014 was Fitzroy House.

The Smith Cup Inter School Competition was run at Goulburn High School. The Cup continues to be just out of reach for Bowral. The school lost by 1 game for the fifth year in succession, much to the disappointment of staff and students. The introduction of junior sport in 2015 hopes to address this diminished success.

The major award winners in 2014 were:

Senior Sportsman of the Year - Joel Bottin-Noonan
Senior Sportswoman of the Year - Tayla Croudson
Junior Sportsman of the Year - Toby Croudson
Junior Sportswoman of the Year - Ellie Jordan
Junior Sporting Achievement - Cameron Malcolm
Sporting Achievement - Emma Marlow
Sporting Achievement Swimming - Toby Croudson
NSW Premier’s Sporting Challenge Award - Blake Meyer
Helen Fuller/Mal Mow Award for Outstanding Contribution to Regional Sport - Tayla Croudson

Academic achievements
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.

Year 7: from band 4 (lowest) to band 9 (highest for year 7)
Year 9: from band 5 (lowest) to band 10 (highest for year 9)

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 and enter the school name in the Find a school and select GO to access the school data.

Literacy – NAPLAN Year 7

Bowral High School’s average Reading score in 2014 was marginally above NSW DEC schools average, a significant improvement over 2013. It should be noted however, that when the results were based on gender, the girls outperformed the boys by an average margin of 27. This pattern was repeated across all aspects of Literacy.

Nevertheless, there were marked improvements in Reading results in the top 3 bands with the number of students in band 9 almost doubling. Furthermore, there was a notable decline in the number of students in the lower bands. The Writing section results were 10 points below the average NSW DEC score, and despite a modest improvement in band 8, continue to be below expectations, especially in band 9. Spelling results revealed a marked improvement in bands 8 & 9. The average spelling score was only 7 points below the NSW DEC average, compared with 17 in 2013. Grammar and Punctuation results reflected a similar improvement.
In 2015, the school will use the LEXIA program to support targeted students with their reading. Furthermore, the successful interventions used in 2014 will continue in 2015.

Literacy – NAPLAN Year 9

Year 9 achievement in Reading has continued to improve since 2012. Our average score once again exceeded NSW DEC schools. Fewer students scored in the lowest bands and more of our students are gaining access to the top 3 bands. Results in Writing revealed significant gains over the past three years for our less capable writers, resulting in our average score exceeding NSW DEC schools by a small margin. Nevertheless, just over half our students were placed in the bottom two bands. Overall achievement in Spelling has improved since 2012 and was only slightly below the NSW DEC average. Even more pleasing advances have been achieved in Grammar and Punctuation, with marked improvements in the top 3 bands and a continuing decline in the number of students accessing the lowest threes bands.

Notwithstanding some promising progress, the results in Writing are still of concern. Student achievement, despite a series of dedicated lessons and a trial NAPLAN test, continues to lag behind the state average. There has been some progress in the achievement of students with higher literacy requirements; however the school needs to continue to refine the teaching of text types, in addition to a range of literacy strategies in order to continue to improve the cohort’s literacy skills across all levels of ability.

Overall, the results revealed that the further refinement of literacy strategies such as: trial NAPLAN tests supported by prompt feedback; additional classroom revision and testing, and; initiatives designed to ensure our students are mentally and physically prepared for the rigors of the test, have all contributed to improved student literacy outcomes.
The 2014 Numeracy component of NAPLAN showed 3% of students at below National Minimum Standards and 21% of students at proficient standard.

Areas of difficulty for students included probability, using fractions and percentage change.

Information related to the numeracy results from NAPLAN has been shared with all staff to allow effective embedding of numeracy across the curriculum.

**NAPLAN Year 7 - Numeracy**

The 2014 Numeracy component of NAPLAN showed 3% of students at below National Minimum Standards and 21% of students at proficient standard.

Areas of difficulty for students included probability, using fractions and percentage change.

Information related to the numeracy results from NAPLAN has been shared with all staff to allow effective embedding of numeracy across the curriculum.
The year 9 2014 Numeracy results showed considerable improvement. The results showed 19% of the students at or below the National Minimum Standards; this level is slightly better than the State result but more encouraging, it represents a major improvement from the 44% of students who were at or below the National Minimum Standards when the group was in year 7. The average scaled growth for year 9 students was 55.6%, this result is also significantly better than state results.

In 2015, the current successful interventions will continue to support Numeracy skill development in all years.

Higher School Certificate (HSC)

Mathematics

For the first time since 2010, more than twenty students attempted the HSC Mathematics course. Of the 30 students attempting this course, 7 students achieved at band 5 or higher. This increase in enrolment is against state trends for students attempting higher level Mathematics courses. Twelve of these students also completed Mathematics Extension 1, and two completed Mathematics Extension 2.

There were 44 students who completed the new Mathematics General 2 course. Seventeen of the Mathematics General 2 students achieved band 4 or higher.

Seven students chose to complete the Mathematics General 1 course, a new Board Endorsed Course that aims to develop skills for students who have previously found it difficult to succeed in Mathematics. The practical nature of this course allowed these students to be successful and they were all able to complete the course to a good standard.

Technological and Applied Studies (TAS)

2014 was a successful year for the TAS faculty in the HSC with above state average results being achieved in Engineering Studies (+3.15), Hospitality Examination (+1.52) and Industrial Technology (+6.58).

Three band six and one band five results were achieved in Engineering Studies with 78.6% of students achieving band four or higher.

One student achieved a band five result in Food Technology with 46% of students achieving a band four or higher.

Eight students achieved at band five results in the Hospitality Examination with 87.5% of the students who sat the exam achieving a band 4 or higher.

One student achieved a band six in Industrial Technology and another achieved a band five result with 100% of the students achieving a band 4 or higher.
HSIE COURSES

Ancient History results in 2014 remained strong with over 63% of students achieving band 4 or higher, exceeding the state average performance. (61%)

Business Studies results represented notable improvement over previous year’s performance. 70% of students achieved at band four and above, up from 51% in 2013. These results were also slightly above the state average achievement. (67%)

Legal Studies results reflected a downward trend from 2013 with a concentration of students in the band three range. In part, this reflected the broad academic range of the student cohort in the course. A focus on targeted teacher professional development and strategies aimed at consolidation of fundamental syllabus knowledge will be implemented with the goal of moving more students into band 4 or above.

Similarly, Modern History results in 2014 represented a downturn from previously established positive trends in 2012-13. The cohort group in 2014 had a concentration of less academically able students and this impacted on the overall achievement. Strategies to provide more explicit instruction in examination techniques and scaffolded essay planning will be employed to build student confidence and ability to engage with the academic demands of the Modern History course.

Science

The HSC results in the Sciences were pleasing in 2014.

Biology students achieved results slightly below previous year averages for the school which was in line with a general trend across all students in DEC schools. 26.9% of candidates achieved a band 5 or above.

Chemistry students’ results showed no significant change compared to the previous three years. There was a slight increase in the average compared to last year. One student achieved a band 6 and one student a band 5; 71% of students achieved a band 4 or greater.

Earth and Environmental students achieved results slightly less than the trend averages for the last year, but greater than the previous four years. 50% of the candidates achieved a band 5 or greater

Physics students achieved results lower than the trend averages for the past four years. One student achieved a band 6 and 2 a band 5 result.

Senior Science students continued to achieved results greater than the trend averages for the past four years, the similar school groups (SSG) and the State results. There has been an improvement in band five and six grades achieved and a decrease in bands three and lower over the past four years.
The number of students selecting Sciences has continued to increase which is in contrast to the state and national trends in Science. Improvement in the subject selection criteria that students are using when selecting courses has assisted in ensuring that they are selecting the courses to which they are best suited.

**PDHPE**

2014 Higher School Certificate results were disappointing showing a decrease in comparison to the previous year and SSG and DEC State average. However, the results have been comparable to previous years. PDHPE is an academic course that often attracts candidature that enjoys the subject but struggles with the theory component. Year 12 assessment marks were of a high standard however; this was not reflected in the Exam Mark and HSC Mark with a student in bands 5 or 6 in 2014. Results in 2014 were -4.9 marks below state average.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2009-2014</th>
<th>SSG 2014</th>
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<td>68.3</td>
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The continued reinforcement and application of the Quality Teaching components focusing on higher order thinking, deep understanding, deep knowledge and significance, combined with the high expectations of the teacher are essential to ensure we continue to improve student results. The provision of quality feedback and teacher professional learning in marking may assist in giving a true reflection of student’s achievement. The PDHPE Faculty will conduct school based and external based professional learning in 2015 on marking assessment tasks, writing criteria and providing quality feedback.

**HSC English**

Results in the English (Standard) course have continued to improve since 2010, with significantly more students accessing band 4 and fewer accessing bands one and two. Trend data showed a small decline in the mean score from 67 to 66.5.

Outcomes for the English (Advanced) group were similar to 2012, with only three students accessing band five. Trend data has tended to be variable over the past few years: school averages have risen from 71.9 in 2011 to 76.4 in 2013, with a moderate fall to 74 in 2014.

English Extension 1 results paralleled those of English (Advanced). Although a statistically small group of three students, only one student achieved band three. For the first year since the inception of the current Stage 6 Syllabus, no students elected to study English Extension 2.

The relative performance of students in English at Bowral High School has steadily improved from -0.27 in 2012, -0.13 in 2013, to -0.10 in 2014. However the School vs. State comparison registered a figure of -0.38 compared to -0.03 in 2013.

Students were offered ongoing support and advice from the individual class teachers and the head teacher. The shift to a single English (Advanced) class has resulted in continuing improvements in the mean results in the English (Standard) course. Nevertheless, it remains clear that students need to choose their courses wisely, as well as access support and mentoring in order to achieve success in the HSC.
Creative Arts

Overall, the results for Visual Arts in 2014 were excellent. Eighteen students studied Visual Arts (2 band 6s: 10 band 5s and 1 band 4). The class was 3.3 units above state average.

Six students had their “Body of Work” nominated for ArtExpress; five were accepted.

The Visual Arts Faculty was also awarded the Sir William Dobell Art Foundation Award as recognition as the State’s best for their students artworks in HSC Visual Arts and the role teachers play in the engagement of young people in Visual Arts.

11 students studied the Music 1 course and again the results were strong (1 band 6, 4 band 5 and 6 band 4). There was however, a decrease in the number of band 5 students and an increase in band 4 students in comparison with the previous year. Bowral High School Music 1 results were slightly above the state average.

Two students studied the Music 2 course, with the results trending well above state average and showing a significant increase from 2013 results (1 band 6 and one high band 5).

One student studied Music Extension (Performance Elective) achieving an E3 result. Whilst the result was just below state average, an upward trend occurred from the last time the course was offered in 2013.

A structured program of preparation in the area of aural skills was central to the students’ success in the component of the Music courses. More frequent opportunities for public performance as well as reflective practices, strengthened performance skills.

Composition skills and in particular, use of notation software needs further development along with answering HSC-style aural questions and developing confidence in public performance.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Bowral High School supports 41 Aboriginal students in years 7-12, offering individual tuition in literacy and numeracy along with structured support in key learning areas.

In 2014, the school employed a teacher two days a week to support students using LEXIA and Reading Plus - two high quality online literacy programs with proven success in enhancing reading skills. This successful program will continue in 2015. Aboriginal students in years 7 and 8 were included in the first stage of this program in 2014 and are leaders in 2015.

A whole school commitment to improving Aboriginal student outcomes has focused on attendance and learning. Indigenous students have been strongly supported by the strengthening of the partnership between the school and the Aboriginal community. This has been achieved through the suite of welfare and learning programs offered by the school including intervention by the attendance team, truancy monitor, youth worker and the NORTA NORTA program. In 2015 the Home School Liaison Officer (HSLO) will also work closely with the local Aboriginal groups attempting to support the attendance of our Aboriginal Students.

NAIDOC week was celebrated with the building of the Reconciliation Garden opened by local Aboriginal leader, Wendy Lotter. The garden features pots representing the different people in the area and also features the flora representing these areas and people.

In 2014, aboriginal students were extensively involved in the stage 4 leadership programs-
MAD (Make a Difference) and ASPIRE. Both programs explicitly promote engagement and support students to participate actively in school life. These programs will again involve the Indigenous students in 2015.

HSC students were offered individual tuition by a teacher in 2014 through the NORTA NORTA room. Students were able to visit the room and receive personalized, highly structured support when they needed it. This program was well utilised by senior students in 2014.

The Koori Club continued to organise regular meetings and invited local community members to share their experiences and indigenous histories. The school links with the Southern Highlands AECG continued to be strong and new links have been formed with Families Sharing Culture–Aboriginal Corporation, and Gibbergunyah.

The Learning Support Team and Koori Club developed a joint approach to ensuring that all Indigenous students developed Personal Learning Plans which were supported by the agencies involved in the support of learning outcomes for all students. This is an ongoing program.

**Naidoc Week**

On Tuesday 22 July the Bowral High School community celebrated Naidoc Week.

The preparations for the week began in term 2. Aboriginal students from years 7 to 10 were involved in painting terracotta pots and establishing an Aboriginal garden site. The site is divided into five nations: Tharawal, Yuin, Pjar, Gundungurra and Bowral High School. Each pot faces the direction of its national and the plants are symbolic of native Aboriginal plants.

Students were involved in Aboriginal Art, assisted by Wendy Lotter who taught and discussed the symbols and assisted with the writing on the pots. Students also cleaned and prepared the senior area garden, planting Aboriginal plants beside each nation pot.

The sense of community of the students and their ability to work with each other to the final product was outstanding. They were introduced to knowledge of Aboriginal art and plants and their significance, drawing from Wendy Lotter’s local knowledge and understanding.

**Positive Behaviour for Success (PBS) Celebration Day**

Positive Behaviour for Success (PBS) has continued to provide an important foundation to the social, emotional and academic wellbeing of our students. Throughout the year, students were explicitly taught about appropriate behaviour that supports our school values of Respect, Responsibility and Fairness. PBS lessons taught included topics such as: how to behave appropriately at assemblies, in the playground and at the canteen. Appropriate behaviour was encouraged and supported with the help of the schools VIVO rewards system. As a result, the 2014 Benchmarks of Quality survey scored 75% indicating that we are progressing very well. Areas that have been identified for improvement include increasing parent and community involvement, implementation of a school wide system for enhancing and teaching appropriate
Building positive productive relationships in our school community provides the foundation to a successful and fulfilling education for our students. A highlight of the year for many students and teachers was our PBS celebration day. Students broke into house groups and played fun “retro” games such as skipping, sack races and tunnel ball. All students and teachers reported that the day was fun and worthwhile and felt that it provided a wonderful opportunity to build and nurture positive relationships.

Multicultural education and anti-racism

In 2014 a range of programs were offered to support multicultural education at Bowral High School. These included:

- The school had one English as a Second language (ESL) student in 2014. This student was supported by the Learning Support teacher.

- As part of the Community of Schools initiative, an overseas trip to Cambodia/Laos took place in 2015 that involved a large group of students and staff. Bowral High School has a long term relationship with the village of Peak Sneng in Cambodia. Students and staff visit the village every two years and raise money in the non-travel times to fund on-going educational and community projects that have included building a school library, stocking it with books and providing teacher training.

- The school continued to support anti-racism programs in 2014. An anti-racism contact officer (ARCO) was appointed and she worked with staff and senior executive to support students and to raise awareness on issues of racism and discrimination.

Aboriginal background

Low level adjustment for disability

During term 1, year 7 classes took part in a literacy program to develop skills in comprehension and writing. Students were given a range of activities to help them identify text format and the appropriate comprehension strategy to use for their task. Included in this program was a writing skills workshop that explored diary entries of a journey across the globe and students came up with their own story line that was shared with other class members. Students who have a particular learning requirement have an independent Education Plan (IEP) tailored to the learning outcomes in their subjects. The IEP is designed to assist the student in the classroom setting and is regularly reviewed.

Throughout terms two and three, the program included year 8 Mathematics classes with students supported in small groups. With teacher
assistance, they used class topics to help develop their numeracy skills and skills in writing reports on class experiments.

Years nine and ten students received additional support tasks or class tasks in writing or researching skills. Students learnt valuable skills in how to work independently and attain knowledge for successful learning.

Senior students in years eleven and twelve were given the opportunity to access provisions on a needs basis. Senior students worked with the Learning and Support teacher to maximise learning outcomes with assessment tasks and classwork.

**Socio-economic background**

**Lexia & MAD (Make A Difference) Programs**

In 2014 Bowral High School used the Resource Allocation Model funding to employ a teacher two-three days a week to pilot and manage two significant programs: the ‘Lexia’ Reading Program and the MAD (Make A Difference Group).

The Make A Difference Pilot group grew out of the Speak Act Lead 2013 program and focused on individual goal setting, growth and leadership opportunities for a selected group of indigenous year 8 students. The program was about supporting student engagement with school life and learning. Our MAD students supported their year 7 peers in the 2014 class-based learning projects and took on leadership roles around the school in ‘Speak Act Lead’, school assemblies and showcase events. The program focused on student strengths and well-being; it is being expanded in 2015 as the ‘MADSELs program.’ The program leader is Meg Mitchell.

LEXIA provides a platform for students in years 7 and 8 to reach or exceed the standard of reading expected of their stage level of learning. The program was initially rolled out to students in 7R and 8R and is currently being used to support students across stage 4. LEXIA is an individualized and differentiated literacy software program that accelerates literacy skills. It is has been used in prestigious school across Australia, and internationally, to increase reading ability and retention skills. Sound literacy underpins learning at school; the LEXIA program expands in 2015.

Difficulties in accessing technology, especially in class time and at home, has meant that students have only, on average, completed 30% of the required weekly usage time on LEXIA and thus have not received the full learning benefit of the program. Nonetheless the gains for some students are been significant. Three students in 7R have made significant gains in literacy in spite of limited access.

**Literacy Gains for 3 students in 7R**
Significant literacy gains were also demonstrated by the Year 11 Support Class:

Measures of engagement for the MAD group include a drop in absenteeism and increase in the number of school based awards earned by class members. MAD students also saw a significant improvement in literacy through their participation in the LEXIA program. The gains for some students represent an equivalent of several years gain in literacy levels.

Junior Top Blokes Mentoring Program

In term 3, a group of years 9 and 10 boys were invited to participate in an innovative program that addressed issues of anti-social, risk taking behaviours that could lead to disengagement, not just from school but from the community at large.

The program was run by the Top Blokes Foundation, a youth led organization that directly empowers young men aged 14-24 to positively contribute to their local community. Our students participated in the 8 week program, one hour per week. The session topics included: Alcohol and Drugs, Anger Management, Healthy Relationships, mental Health, Sexual Health, Peer Pressure and Risk Taking amongst others. The school committed significant resources to support at risk boys to re-engage with school and become ‘top blokes’.

Australian Government Department of Education, Employment and Workplace Relations National School Chaplaincy and Student Welfare Program.

Bowral High School is funded under the National School Chaplaincy and Student Welfare program. This program is funded by the Australian Government Department of Education, Employment and Workplace Relations. This funding allows the school to appoint a Student Welfare Worker for up to two days a week and strengthen the welfare and support offered to our students.

The funding is for three years and in consultation with our parents and broader school community, the school elected to appoint a Student Welfare Worker in 2014. The past president of the P and C, Ms Sally Ray contributed to the application process for this funding. A report on the program will be given to the P and C once a term.

The Student Welfare Worker worked within existing school programs and structures and in close liaison with the Learning Support team to provide support and mentoring to students. The youth worker’s roles and responsibilities include: the provision of welfare support (not counselling) to students on issues relating to their relationships with others and their learning; liaising with external services in the community to access support for students, reporting to the counsellor and Learning Support team on student issues and supporting at risk students to re-engage with the school and their learning.

Year 7 Class Designations and Projects

In 2014 the school continued and expanded the year 7 engagement and extension program using year 7 Class Designations and Learning Projects.

Using a process involving application, audition, and primary school advice, every student was
placed in a class with an identified learning/and or interest focus. As in 2013, 7B was the project-based learning class; 7O the sports Class; 7R, the learning with technology learning class; 7A, the ‘traditional’ academic class; and 7L performing arts/music class.

In addition to the formation of teacher learning teams (where teachers on each class planned to deliver cross-curriculum learning experiences that aligned to class focus interests and learning styles) Bowral High School joined with the University of Wollongong (UOW) to deliver for each class project-based learning project (UOW year 7 & 8 Academic Enrichment Program). The teacher leader from each class underwent training at the UOW Moss Vale campus as part of the enrichment program.

The UOW Enrichment Program became the basis for each classes’ cross-curriculum class project (project learning) to showcase their learning style and achievements in year 7.

To help tell the story of their learning and experiences, each class completed a film-making workshop led by consultant Ms Mitchell and Mr Staats in cine-literacy and visual literacy. Students made two sets of films; the first a ‘preview trailer’ about their class learning project (to show in Education Week) and the second, the finished film, to showcase at the Empire Cinema.

**The Year 7 Showcase**

Year 7 learning experiences and class projects were showcased at two events. The first, in Education Week, where more than 200 parents and students attended; the second, the ‘Showcase Finale’, at The Empire Cinema (which ran over two sessions and was attended by more than 350 parents, teachers and students).

The Showcase Finale (which featured 20 student films) was attended by the whole school community, including local school principals, the Mayor and guests from the University of Wollongong. Bowral Empire Cinemas were generous sponsors and supporters of the program.

A year 7 parent committee assisted with the organization of the Showcase Finale. At the Showcase Finale parents, students, teachers and community members provided feedback on the project. 90% of respondents indicated that they were very happy with the program, its delivery and results and supported its continuation.

We are enormously proud of the achievement of year 7, 2014.
Year 8 Film Project

Year 8 had the opportunity to continue with building on their skills developed in the Year 7 Class Projects work with the Year 8 Film Project.

In partnership with Wingecarribee Shire Council and the Youth Hub, each year 8 class elected a representative team to script, edit and film a class film that reflected their class learning designations and focus interest (from year 7).

Every Tuesday throughout the year, each class team was rostered to meet with local film-maker and actor, Mr Vincent McManus at the Youth Hub. Four classes began the project and three produced a completed film by the November deadline. Their films *They’re a sport for everyone* (8)), *One Dimension* (8L), *The Teachernator* (8R) premiered at Empire Cinema on November 19.

‘Speak, Act, Lead’ is Bowral High School’s student leadership and student voice program with a focus on developing student leadership opportunities for year 7. In 2014 it entered its fourth year.

More than 70 year 7 students joined the program and were mentored by 40 Speak Act Lead students from year 8, 9 and 10. Speak Act Lead involved two overnight induction camps in August at Wooglemai Outdoor Education Centre where students developed their teamwork and leadership skills and were introduced to the 2014 Projects – The 40 Day Kindness Project (the 40 Day KP) and ‘Helping Hands’.

The 40 Day KP

Unlike previous years, where groups of students developed individual leadership projects, Speak Act Lead 2014 combined student efforts in a whole school and community project called the 40 Day Kindness Project (KP).

The 40 Day KP grew out of an understanding that, in some form or other, every past student Speak Act Lead project to date has been an expression of kindness. Drawing on the latest research in the science of kindness and positive psychology, Speak Act Lead students developed a project where they could transform themselves, others and the whole school by doing, acknowledging and celebrating every and any act of kindness, no matter how big or small. The idea is captured in the concept of ‘paying it forward’.

In terms 3 and 4 students and staff set out to make kindness ‘a habit’ at Bowral High by practising five random acts of kindness for 40 days. Participants had the option of tracking their act of kindness on a paper form or logging their kind acts on a social media (the school set up a Bowral High 40 Day KP Facebook page for this purpose. (https://www.facebook.com/40daykp).

The ‘Helping Hands Project’ was an expression of the 40 Day KP at a global level.

Helping Hands

Speak Act Lead students on camp launched the 40 Day KP at Bowral High by making a difference in the world through the ‘Helping Hands Program’. In the ‘Helping Hands’ project, year 7 students made 20 prosthetic hands for people around the world who have lost their hands because of war and landmines – that’s 20 lives transformed by an act of kindness to a complete stranger.

Each year 7 team that made a hand wrote messages to the recipient, decorated the case and included a photograph of them. Students promoted the Helping Hands project through a promotional film they produced, visits to primary schools and speeches (at assemblies, staff meetings and Bowral-Mittagong Rotary).

The Helping Hands Project captured the imagination of the community and students conducted radio interviews and featured in newspaper reports. Inspired by our students, members of our broader school community sponsored the hands made by students – a total of 9 prosthetic hands (each costing $270) were donated by parents, staff and the students of
Bowral High, Bowral Primary and Kangaloon Primary Schools.

Since the program’s inception in 2011, more than 240 students from years 7 -10 have participated in the Speak Act Lead leadership program; they form the nucleus of future student leadership at Bowral High School. The program is led by Mr Staats and Meg Mitchell.

**ASPIRE**

In 2014 Bowral High School became an official Learning Partner with the University of Wollongong (UOW). This has enhanced the school’s university linkage program – ASPIRE. Bowral High school accesses the following Programs through the UOW: year 7 & 8 Enrichment Program; gifted and talented ‘Learning Labs’, year 10 Unique Experience Day and year 12 Summer Master Class and the University Preparation Program.

ASPIRE encourages students, from the very outset of high school, to aim high and consider university. To this end, Bowral High School has in place visits to experience a variety of universities.

In 2014 year 7 experienced the University of Western Sydney (Macarthur Campus), year 9, the University of Canberra and year 10 the University of Wollongong.

ASPIRE is a School to Work funded initiative and is also part of the school’s primary transition program and is coordinated by the school careers counselor, Mr Beasley.

**Student Radio**

In 2014 the student-made radio program entered its second year. Students prepare the pre-recorded program in E36 and broadcast it twice a week using the school PA system.

The radio program plays music, and pre-recorded student interviews and announcements along with reminders about the PBS focus of the week. The radio program is important because it is an expression of ‘student voice’ and leadership.

**Skwirk**

In 2014 all students in years 7-10 continued to have access to the interactive online learning site ‘Skwirk’. This award winning online educational resource has been used for student study, revision, and home-work and as in-class learning resource.

The Skwirk resource covers all Mandatory Course content for year 7-10 and closely follows the NSW BOSTES Syllabuses. The cost of private subscription is $100; the school provides Skwirk to all students in years 7-10 via $6 fee that is included in our student annual voluntary school contribution scheme.

**ANZAC Centenary Projects**

Bowral High School has partnered with the Kangaroo March Re-enactment to commemorate the 100th anniversary of Gallipoli and the Kangaroo March recruitment drive of 1915. The year 10 History Elective Class, led by Mr Andrew March is completing research stories of local ANZACs and World War I nurses that have been published in the local newspaper. The school also hosts a Facebook page for supporting community research into local diggers at www.facebook.com/Diggersresearch.

Bowral High School was fortunate to receive a federal government grant in late 2014 to develop an ANZAC memorial garden at the school. This was part of a government scheme to enable communities throughout Australia to develop memorial projects for the centenary of Gallipoli in 2015. Under the guidance of Mr Staats and Mr Andrew, plans are well advanced to re-develop the gardens at the front of D Block on Park Road.
The garden will include a number of bronze plaques dedicated to the memory of individual soldiers and nurses from the local community who served in World War One as part of the initial project. Veterans of later conflicts will be remembered as the project continues in coming years.

Bowral High students receive the ANZAC grant cheque from local Federal MP, Stephen Jones

Cambodia Excursion

Very early on the morning of the 14th February, 27 excited students met at school to begin their adventure to Vietnam and Cambodia.

Ho Chi Minh City, Vietnam was our first destination. Here students visited the Cu Chi Tunnels and the War Remnants Museum. This helped them gain some perspective about ‘The American War’ and they learnt about the Viet Cong and the lasting effects of this war in the country.

After a stay closer to the border in Tay Ninh, we crossed the border by land into Cambodia and drove to Phnom Penh. This was a sobering few days where students learnt about the history of the country, specifically Pol Pot’s brutal regime and the Khmer Rouge. It certainly gave all the students an appreciation for the struggle Cambodians have endured.

Finally we arrived in Siem Reap, the main focus for our trip. Here we visited the extraordinary temples of Angor Wat, Kampong Kleang (the floating village) and the Cultural Village. But the highlight was going to Peak Sneng Primary school, where Bowral High students taught various lessons and spent time with the children. These lessons included sport, music, numbers, the alphabet and Australian sights.

These lessons were extremely well prepared and the children in the village enjoyed them immensely. The local people then put on a wonderful lunch in the Community Youth Centre before we returned to Siem Reap. The following day we visited another local Primary School that is very poorly resourced. Again, Bowral High School students taught lessons, played games and spent time with these delightful young people.

Before we left Peak Sneng, our students left the village valuable resources for both schools. It was amazing to see that our students spent time thinking about what the village children might need and enjoy. They were able to leave sporting equipment, musical instruments, stencils, worksheets, bingo games and books.

This trip gave our students an introduction to travel and a new perspective about how lucky they are here in Australia. Many talked of the value of this trip and the joy of learning about another culture. They were a pleasure to take away and were wonderful representatives and leaders for the school.

Breakfast Club

The Breakfast Club enables students to attend and eat breakfast at school two mornings a week. It is supported by Bowral-Mittagong Rotary, Bowral CWA and Probus (who are the cooks for the morning) and various teachers within the school. Students have a sit down meal and can
choose from a fully cooked traditional breakfast, cereal, toast and fruit.

The Breakfast Club has been sponsored by businesses in the local area and we thank them for their ongoing support for this worthwhile program: Simon’s Butchery, Highland Grace and Bakers Delight.

Staff members have also donated excess produce from their vegetable gardens and chooks.

In 2014 Kelloggs included us in their breakfast program, donating breakfast cereal to the program.

Funding has been through Bowral-Mittagong Rotary Club, Community Grant from Mittagong-Moss Vale RSL Clubs and Bowral High Interact Club.

Bowral High thanks everyone for their ongoing support of this program.

Bowral High Interact Club

The Interact Club was chartered under the direction of Mr Andrews and Mr Staats in 2013 and has been actively involved in Community Service projects since then.

Under its President, Jasmin Cristian, the club has raised money for:

- The Cambodian trip undertaken by Bowral High in 2015
- Supporting two members to help build houses in Nepal (March 2015)
- Bowral High Breakfast Club.

The members have also donated their time in the following ways for their local community:

- Door knock Appeal for Red Cross in March 2014
- Manning gates at Corbett Gardens for Tulip Time 2014.

In 2015 the mentor teacher will be Mrs. Christine Sands.

Duke of Edinburgh’s Award Scheme

15 students participated in the Duke of Edinburgh’s Award Scheme in 2014. There are three levels (Bronze, Silver and Gold) and in each level, the students independently work through a number of activities and challenges throughout the year. All levels work through the same areas – Physical, Recreation, Community Service, Skill and Adventurous Journey, with the Gold participants completing a Residential Project.

IN2UNI Program

Thirteen teachers from Bowral High trained at the University of Wollongong (UOW) at the Moss Vale Campus, in the Year 7 enrichment based learning modules. These modules were rolled out to year 7 classes as part of their Class Focus/Learning Style Project and showcase work.

The modules were developed by the University of Wollongong and are exciting and engaging projects. In term 2, each year 7 class completed a day long film making (visual and cine-literacy) workshop, delivered by Meg Mitchell and Mr Staats. Students then went on to make films of their projects that presented a story of their learning and achievement. To support their projects, the School’s P&C Association purchased for each year 7 class a HD video camera.

The In2Uni project-based learning is part of the school’s ASPIRE program that partners with the UOW to encourage students to consider university as a goal and part of their future.

School planning and evaluation 2012—2014

School evaluation processes

Focus on Learning Evaluation

The Focus on Learning survey is a self-evaluation tool managed by The Learning Bar and part of the Tell Them from Me suite of surveys. 38 Bowral High School teachers participated in the survey in 2014.

The questions used in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.
Leadership and Technology were identified as the two areas needing urgent attention.

**Future Directions**

- The Performance and Development Framework for teachers is implemented in 2015.
- A full time technology support officer appointed.
- The technology team meets regularly to plan, monitor and implement the technology plan.
- A range of student loan devices purchased to support learning and engagement.
- Staff has access to regular, targeted professional learning that promotes greater confidence and skill in using technology as a tool for learning and student feedback.
- Students are encouraged to bring their own device to assist with learning, research and achievement.

In 2014, 708 students participated in the Tell Them From Me survey. The survey focused on Student Engagement, including students’ sense of belonging at school, the extent to which they value schooling outcomes and their psychological investment in learning.

The scope of the survey is measured in ten measures of student engagement categorised as social, institutional and intellectual engagement.

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<th>Social Engagement</th>
<th>Institutional Engagement</th>
<th>Intellectual Engagement</th>
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<td>Values Schooling Outcomes</td>
<td>Student makes an emotional and psychological investment in learning</td>
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<td>Sense of Belonging at School</td>
<td>Attendance</td>
<td>Interest and Motivation</td>
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<td>Participation in Sports and Clubs</td>
<td>Positive Behaviour</td>
<td>Effort</td>
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<td>Positive Friendships at School</td>
<td>Homework and Study Habits</td>
<td>Appropriately Challenged</td>
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</tbody>
</table>

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements such as ‘I get along well with others at school’. Their scores were scaled on a 10-point scale and students with scores above 6.0 were considered engaged. Similar criteria were used in the other measures.

Students who are **socially** engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Bowral High School that were socially engaged compared with NSW pilot norms for students at the year levels assessed in this school.

**Figure 1:**

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*Tell Them From Me: Student Engagement*
Students who value schooling outcomes and meet the formal rules of schooling are considered *institutionally* engaged. These students feel that what they are learning at school is directly related to their long-term success and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in Bowral High School are shown in Figure 2. ii

**Figure 2:**

Some students meet the institutional demands of school but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher order thinking skills, to increase understanding, solve complex problems and construct new knowledge. Figure 3 displays the results for Bowral High School on the three measures of intellectual engagement.

**Figure 3:**

**Future Directions**

- Student Engagement is prioritised in the school plan.
- Positive Behaviour For Success (PBS) has a focus on supporting student engagement across the three domains.
- Staff engages in professional learning on promoting student engagement.
- Staff uses a range of data to identify students who are disengaged or at risk of disengagement to inform planning for teaching and learning.

- A third deputy principal, using the RAM funding, is responsible for leading the Engagement team and a range of programs that support students, including the PBS team, the learning Support team and the Making a Difference (MAD) team.
- Students with identified literacy and numeracy needs participate in LEXIA- an online literacy program.
- The school will participate in the Tell Them From Me survey again in 2015 and this base data will be compared with the data gathered in 2015, to identify areas where improvement has been made and where further work is needed.

**School planning 2012-2014:**

The plan has three priority areas:

- Literacy and Numeracy
- Engagement and Attainment
- Positive Relationships

**School priority 1**

**Literacy and Numeracy**

**Outcomes from 2012–2014**

- Improved learning outcomes in literacy and numeracy for all students.
- Aboriginal and non-Aboriginal students’ performance in literacy and numeracy is matched.
- Promote student achievement in the HSC by moving more students from the middle to the top
- Improve student attendance.

**2014 targets to achieve this outcome**

- Improve the school average score in year 7 Reading, Writing and Numeracy so that it is above that of similar school groups and state DEC schools.
• Improve the school average score in year 9 Reading, Writing and Numeracy so that it is above that of similar school groups and state DEC schools.

• Improve literacy outcomes for Aboriginal students by moving 100% of students in Bands 4, 5 and 6 in Year 7 and year 9 writing in 2012 to 10% of aboriginal students performing in band 7 in 2013 and 15% in 2014.

• Improve the value added data in the HSC in lower, middle and high bands with priority on the middle band moving it from -4.5 in 2012 to -1.9 in 2013 and 0.5 in 2014.

• Improve attendance data from 88.2% in 2012 to 89% in 2013 and 90% in 2014.

Strategies to achieve this target include:

• Staff are encouraged and given opportunities to engage in professional reading and dialogue about teaching and learning, particularly in relation to literacy and numeracy.

• Faculty based professional learning in the analysis and use of data to inform teaching.

• Establish procedures for individual teachers to discuss requirements with support personnel the literacy and numeracy requirements of identified students.

• Develop, implement and monitor PLPs for all Aboriginal students.

• Tutorial programs for Aboriginal students using NORTA NORTA funding.

Evidence of achievement of outcomes in 2014

• In the 2014 Naplan tests, the average scaled growth of students in years 7 and 9 was above that of the state in all test areas, except year 9 reading.

• In year 7 reading, the average scaled growth of Bowral High School students was 59.7 compared to 49.1 average state growth. 57.2% of students showed greater than or equal to expected growth in reading.

• In year 7 writing, the average scaled growth of Bowral High School students was 30.4 compared to 26.8 average state growth. 57.1% of students showed greater than or equal to expected growth in reading.

• In year 7 numeracy, the average scaled growth of Bowral High School students was 56.1 compared to 53.1 average state growth. 64.5% of students showed greater than or equal to expected growth in reading.

• In year 9 reading, the average scaled growth of Bowral High School students was 35.2 compared to 39 average state growth. 56.6% of students showed greater than or equal to expected growth in reading.

• In year 9 writing, the average scaled growth of Bowral High School students was 32.9 compared to 27.2 average state growth. 53.3% of students showed greater than or equal to expected growth in reading.

• In year 9 numeracy, the average scaled growth of Bowral High School students was 55.6 compared to 50.1 average state growth. 64.5% of students showed greater than or equal to expected growth in reading.

• Aboriginal results in year 9 writing improved with 33.3% achieving a band 7 compared to 20% in 2012 and in year 9 Numeracy 66.7% achieving a band 7 compared to 0 in 2012.

• Value added data was unavailable but the data showing the difference between school and state averages in the higher, middle and lower bands showed a -0.17 difference in the lower bands; a -0.45 difference in the middle and a -0.35 difference in the upper bands.

• However, there is evidence to support that students in the middle bands in the HSC have shown improvement. The course average HSC scaled result was above that of the state in the following courses in 2014: English Standard; Mathematics General; Earth and Environmental Science; Senior Science;
Business Studies; Industrial Technology; Timber and Visual Arts.

- Attendance in 2014 improved significantly, rising to 89.7% - 1.3% higher than in 2013. However, this attendance figure is still 5% below the state average.

School priority 2
Engagement and Attainment
Outcomes from 2012–2014
- Promote student engagement and attainment and build leadership capacity through regular participation by staff in targeted professional learning.
- Engage every student and improve student attainment across all stages of learning through differentiated teaching and learning practices.
- Enhance learning outcomes for all students through access to, and effective use of interactive classroom technologies.

2014 targets to achieve these outcomes include:
- All teachers have individual professional learning plans that are updated each year.
- Build on and improve alternative curriculum and support for disengaged students.
- Provision of data projectors and/or smart boards working towards the goal of having every learning space equipped with this technology by the end of 2014.

Strategies to achieve these outcomes in 2014:
- Development and updating of Individual Professional Learning Plans that meet personal, school and DEC goals and priorities.
- Regular meetings with new and beginning teachers to track and plan professional learning needs.
- Monitoring of the active participation of teachers and school leaders in professional learning programs
- Complete the provision data projector and/or smart boards in each learning space in the school.
- EDVAL built to incorporate welfare, attendance and timetable and staff training is provided.
- Introduction of Bring Your Own Device (BYOD) policy and program.
- Conduct Evaluation in PBS in 2014 as well as participate in Tell Them from Me and Focus on learning surveys.
- Continue to provide professional learning provided for staff on new curriculum.
- Development of high quality and culturally inclusive programs for Aboriginal students.
- Build on ASPIRE program from 2013 and strengthen links with UAC and UOW.

Evidence of achievement of outcomes in 2014
- Not all staff developed an individual professional learning plan in 2014 although with the implementation of the Performance and Development Framework for teachers in 2014 this will be a mandatory requirement for all teachers.
- All teaching and learning spaces have access to data projectors, whiteboards, and speakers.
- The school purchased over 40 new tablets for student use in stage 4 Technology classes
- Full time, trained technology support officer appointed, based in the library.
- New engagement programs developed and implemented in 2014 include Make A Difference; Kindness project and Lexia. Existing engagement programs such as Speak, Act, lead and Stage 4 learning teams were consolidated and improved in 2014.
School priority 3

Positive Relationships

Outcomes for 2014

- Model respect and promote effective communication and understanding through the maintenance of positive and productive relationships between staff, students and parents.
- Increase involvement and participation of parents and the local community in supporting the school to improve student learning.

2014 targets to achieve these outcomes include:

- Decreased incidence of parent complaints as evidenced in data from website and other school communications.
- Decrease in days lost to suspension.
- Reduction in number of short and long suspensions
- Increased parent attendance at school events such as presentation and information nights.

Strategies to achieve these targets include:

- Consolidation of PBS team.
- Hold a PBS Day of celebration to promote positive relationships between staff and students.
- Regular PBS assemblies to celebrate positive student behaviour.
- Continuation of “VIVOMILES” as reward system.
- Enhance partnerships with Aboriginal communities through local and regional AECGs to create a culture of high expectations and support the engagement, well-being and educational outcomes of Aboriginal students.
- Develop mentoring links between Aboriginal students across partner schools.
- Use EDVAL online booking system for parent and teacher nights.
- Promote school events in newsletters and on website and on school app.
- Showcase student success and achievement through year 7 Showcase events, performance nights and afternoons and sports carnivals.

Evidence of achievement of outcomes in 2014

- Complaints to the school decreased markedly in 2014- no complaints were received via the school App or website.
- In 2014 the number of suspensions and the days lost to suspension continued the downward trend with 75 fewer suspensions recorded in 2014 compared to 2010. This represents an 18% decrease in suspensions from 2012-2014 and an 11% drop from 2012-2014. The days lost to suspension decreased as well but only marginally.
- 26.25% of parents registered for parent and teacher interviews in 2014 which is an increase from 2013.

Professional Learning

Teacher professional learning continued to be a priority at Bowral High School in 2013. The school is committed to the provision of on-going, high quality professional learning for staff. Teacher professional learning is closely linked with all three priority areas of the school plan and in the new planning cycle from 2014, Staff professional Learning and Welfare will be one of the priority areas.

The average expenditure per teacher on professional learning in 2014 was $1,212.84. The total expenditure on teacher professional learning was $86,111.98. This expenditure included the additional funding of $7,920.00 that was provided to support the introduction of the National Curriculum; $963.44 to support Vocational Education and Training (VET) teachers; $33,485.64 to provide professional learning for beginning teachers; $8,274.53 to train teachers in the collection of disability data for students.

In 2014 there were 26 New Scheme teachers. 22 had reached the proficient standard and 6 were probationary.
In 2014 all staff continued to follow their professional learning plans that are aligned to the school priority areas and targets. Professional learning was at the top of the agenda in all school meetings, including executive, faculty and staff meetings. Once a month professional learning workshops were offered to staff covering a range of areas, including the national curriculum, technology, managing student behaviour and many others.

The staff participated in six staff development days and two three-hour after school workshops in 2014. The areas covered included the following:

- Teacher-Student relationships
- Positive Behaviours for Success
- Australian Professional Standards for Teachers
- Behaviour Management
- The Challenge of the Trauma Brain
- ‘You Can Handle Them All’
- Mandatory staff training
- RAP data analysis
- ASPIRE

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

“Dear Mrs. Paviour

I would like to thank you for your letter in relation to Felicity…. I know Felicity was very proud of herself after receiving the letter and so was I....

Also...I firmly believe that Felicity would not be doing this well without Ms Mitchell’s encouragement, support, advice, assistance and intervention when needed. Ms Mitchell has set Felicity off to a bright, happy, healthy future by transforming her negative attitude towards school.....with Ms Mitchell’s help she has managed to gain self-esteem and understanding at a more mature attitude ....I understand this would not have been possible without the help of others also such as Mr Staats, yourself and other selected staff....

Thank you for everything....

Christine Walsh.”

“Dear Ms Paviour

I am writing to you following the most recent visit to Wooglemai Environmental Education Centre by the year 7-9 group....led by their teachers, Mr John Staats and Meg Mitchell ... to carry out a leadership/kindness project....

I would firstly like to commend the staff...It was obvious that both the intellectual quality of the program we ran together and the welfare of the students under their care were of paramount importance to the staff. I was extremely impressed with the teacher/student interaction and how well the students responded to staff. During their stay all the students from your school made a lasting impression on all members of the EEC staff that they met. Not only was their cooperation excellent, but the students communicated well, were respectful, enthusiastic and generally very pleasant to deal with. They were the best possible ambassadors your school might possibly hope to present to the community....

Yours sincerely

Peter Nicoll

Principal, Wooglemai Environmental Education Centre”

“Dear Andrew

On behalf of the Harper’s Mansion Management Committee may I express our appreciation of yourself and Bowral High School being involved in the recent archaeological dig of our kitchen site.

The student you selected, Mitchell Brummell, was outstanding and his participation integral to the success of the project. Mitchell’s involvement was total.... He became part of the team, taking on whatever task he was allocated, always showing interest and relating well with the other participants. Most notable was his awareness of what was going on around him and a willingness to step forward to provide help where it was needed....

Regards

Chris Thompson”

“Dear Ms Paviour

I am writing.....to thank you and the students of Bowral High School for your support during
Legacy Week...Over the four days the students were actively selling in the Bowral area, they raised just over $2,500. A great result!... we applaud the students’ commitment to the task.

Kindest regards
Barrie Iredale, President Berrima Legacy”

“Thank you Emily
Our ANZAC ceremony has become an important tradition for our school community and the involvement of Bowral High School adds a special dimension. Please pass on my thanks to Victoria, Becky and Matthew. Many parents and students were very touched by both the performances and Becky’s speech...

Kind regards
Monica Thomas, Principal Kangaloon Public School”

“To Mrs Paviour and the office ladies
....Our youngest son, Harrison is joining the Bowral High School community next year and he is enjoying the taster days so far and thank you for taking the time to find out about our children through your new ‘getting to know your child’ paperwork.... Harrison has had such a fantastic learning journey at Mittagong Public School and we are very positive that this journey will continue at high school.

Warm regards
Sue Miller”

Dear Ms Paviour
We are writing to congratulate and thank Bowral High for organizing the recent cultural exchange to Cambodia and Vietnam. In particular, we would like to acknowledge and thank the staff who planned the trip... MS Amanda Sutton, Mrs Sue Martin, Mr Bede Kervin, Mr Shane Bleasdale and Mrs Jill Seymour. Mr Peter Malone ...deserves a special mention....

On a more personal note, we would like to sincerely thank these staff members for the way they looked after our daughter Hannah when she was unwell. We valued the way they contacted us and kept us fully informed of her condition. We absolutely could not fault the way they cared for her.... Thank you!

Finally, we would like to thank Bowral High School for the wonderful opportunity it has provided our four children to participate in this cultural exchange program....a powerful and life changing impact on each of our children.....an important part in their growth in maturity and development as individuals....

Kind regards
Steve and Lyn Dunn”

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of term 2 2015.

The school has undertaken consultation with staff, students and parents, using evidence and feedback collected from a range of school evaluations to develop three strategic directions for the new school plan. These three directions are:

Strategic Direction 1
Student engagement and attainment are achieved through positive relationships and outstanding teaching.

Purpose of Strategic Direction 1:
To support our students to be confident, resilient young people who feel valued by their teachers and peers. The staff is committed to building positive relationships with students that support them to learn and achieve their best.

Strategic Direction 2
Our staff is reflective, collaborative and actively involved in the life of the school.

Purpose of Strategic Direction 2:
To enable our teachers to make a difference in the lives of our students. Our teachers will
demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning. They will participate in a collegial, reflective community of learners.

**Strategic Direction 3**

Our school community is inclusive and models respect, responsibility and fairness.

**Purpose of Strategic Direction 3:**
To ensure that our parents believe that Bowral High School provides the best opportunities for their children and that that our shared values are practised daily by all members of our community through effective and meaningful partnerships.

**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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:


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1 The Learning Bar; Students in Bowral High School about Student Engagement(2013-14) page 2