School context

Bowral High School (903, Aboriginal & Torres Strait Islander 40) 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. The school offers a diverse and relevant curriculum in both academic and vocational learning. A well-established Support Unit, consisting of four classes, caters for students with special needs. 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.

Principal’s message

2013 was a busy and productive year at Bowral High School.

In 2013, Positive Behaviour for Success (PBS) was introduced and had an immediate impact. PBS promotes positive behavior that models the school’s core values: Respect, Responsibility and Fairness. Students were taught explicitly what behaviours were expected and how to model these behaviours in the playground, in assemblies, in corridors and in the toilets. The school also introduced VIVOs – an online reward system that allows staff to reward VIVO points to students when correct behaviours are observed or when the student is engaged in responsible learning. Students have responded well to the VIVOs with many collecting points to donate to charities such as supporting the village of Peak Sneng in Cambodia. In 2014, PBS will focus on the classroom.

Our Year 7 students enjoyed many rich and rewarding experiences in 2013. As part of the ASPIRE program, students visited the University of Canberra and Wollongong University as well has having students from both universities visiting their classes throughout the year. ASPIRE supports students to raise the bar in their learning and by focusing on Year 7, we are ensuring that our students maximize their potential. On two occasions in 2013, students in Year 7 showcased their learning to parents and families. Both events were well received by the school community.

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.

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

Kim Paviour

P & C message

The P&C began the year with a full complement of office bearers and a keenness to support the Principal and executive staff with their initiatives for the coming year.

The P&C funded the following projects that will enhance the learning environments for students:

- The purchase and erection of four tables in the senior’s area;
- The allocation of $500 to support the Breakfast program;
- The Mastering Behaviour teachers kit;
- $11,900 to support the VIVO program;
- $5000 for uniform kits for each of the school captains and prefects;
- The use of the Building Fund to help upgrade the toilets and change rooms in Home Economics.

The P&C also supported the Musicathon and Bowral’s Got Talent. The Musicathon aimed to support the school band and the employment of Mr Andrew Lyons to lead the band and string
ensemble. This event also showcased the works of talented students across the years.

The year ended with a strong, vibrant P&C committee, committed to ongoing support of the school in 2014.

Sally Ray, President

Student representative’s message

2013 was a highly successful year for the SRC. The President of the SRC in 2013 was Georga Morris and Mitchell Brummell was the Secretary.

SRC members participated in many community and school functions and fundraisers in 2013. These included:

- Jeans for Genes Day – the SRC raised over $530 for genetic research as well as extra amounts from the BBQ.
- Valentine’s Day - The SRC sold and then distributed roses to roll calls on Valentine’s Day morning and made a profit of $300.
- Canteen Duty –Prefects and SRC students shared an organized roster to do canteen duty at either recess or lunch throughout the year.
- Red Cross Door Knock – Members of the SRC, along with students completing the Duke of Edinburgh award, participated in the Red Cross Door Knock Appeal. $2000 was collected.
- Legacy Badge Sales – This was a voluntary event supported by SRC students, Duke of Edinburgh and Prefects, who lent a helping hand to the Bowral Legacy committee.
- Elevate Forums – In May, five Year 11 students went to the University of Wollongong to represent Bowral High School in a leadership workshop.

At the end of 2013 we also farewelled our long running co-ordinator of the SRC, Mr Geoff Reinhard. We wish Mr Reinhard the best in the future and welcome the opportunity to work with our new coordinator, Ms Emily Nelson in 2014.

Rebecca Westley

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>466</td>
<td>442</td>
<td>434</td>
<td>456</td>
<td>491</td>
<td>475</td>
<td>447</td>
</tr>
<tr>
<td>Female</td>
<td>445</td>
<td>417</td>
<td>418</td>
<td>412</td>
<td>417</td>
<td>414</td>
<td>424</td>
</tr>
</tbody>
</table>

Student enrolment dropped marginally in 2013 but remained consistent with the pattern of recent years. The disparity between male and female enrolments lessened in 2013 with a significant drop in the numbers of boys enrolled, compared to a slight increase in girls.

Student attendance profile

In 2013, student attendance continued to improve. Attendance improved by 0.6% and is higher than regional averages and only 0.2% below the state average. Year 7, 9, 11 and 12 attendance data is at or above state average but attendance in Years 8 and 10 is below the state. The Year 10 cohort is of most concern.

Management of non-attendance

The school committed significant resources towards improving attendance in 2013. An attendance team was created and staff phoned parents and worked closely with them to get their children to school. In addition, a truancy
officer was appointed with a teacher given a period allocation to monitor student attendance in class. In 2014, a new student welfare system EDVAl will be introduced that will improve roll marking and attendance tracking. Rolls will be marked online every period. Year 10 will be supported with a comprehensive school to work program and engage in work experience as a means of improving engagement.

Post-school destinations

Bowral High School received 76 responses (78%) to the Post Destination Survey of Year 12 2013. Student responses collated from the Post School Destination Survey in February indicate that:

- 30% are undertaking University study – either this year, or after a year of deferment
- 9% are undertaking studies at TAFE
- 5% are undertaking study in private colleges
- 5% are undertaking an apprenticeship
- 4% are undertaking a traineeship
- 20% are undertaking employment, either full time or part time
- 1% have entered the Defence Forces
- 5% are actively looking for full time work.

The proportion of students undertaking further study remains mostly unchanged from 2013.

The biggest difference in outcomes is the number of students who wanted, but were unable to gain, an apprenticeship or traineeship. This can be attributed to economic factors as a number of companies and organizations that normally offered these opportunities were downsizing.

A third of those undertaking employment were doing so with the aim of saving enough money to allow them to enter tertiary education either mid-year or in 2015, with another three students intending to travel.

Year 12 students undertaking vocational or trade training

In 2013, 50 students from Years 10, 11, and 12 students undertook vocational subjects at TAFE as part of their school study program. Courses included Animal Studies, Automotive, Beauty, Business Services, Children’s Services, Construction, Human Services (Nursing), Information Technology, Metal and Engineering, Primary Industries and Retail Baking. These were in addition to Business Services, Entertainment Industry, and Hospitality taught at school by specially trained teachers.

Further, four students combined their school studies and vocational education and training with paid employment to complete school based traineeships at the Bowral ANZ bank, KFC Mittagong, Bowral Commonwealth bank, Moss Vale Gymnastics, and Plus Fitness Mittagong.

Vocational education and training was a focus of the REVUP5 program with ten Year 9 students receiving special funding to attend a semester long TAFE Taster program on Friday each week to assist them align their career path to their interests and skill level.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the cohort of 96 students, 63 were eligible for an ATAR.

Of these, 30% of students took up University offers. These offers were from a range of universities, illustrated in the graph below, and reflect the diversity of their career interests.
At least five students took advantage of bonus points and early entry schemes to gain entry into University, and recommended this when responding to the survey.

The students studying Nursing did so as an extension of the Certificate III in Health Services Assistance (Assisting in Nursing Work in Acute Care) course that they studied throughout their senior years at high school. Studying this course at school allowed them to begin their post school studies at an advanced level to their peers.

Twenty six students used the Vocational Education and training qualification they received at school to gain employment or use as a basis for further study.

Workforce information

Staff Retention

In 2013:

- Ms Anne Banasik was appointed as School Administrative Manager (SAM).
- Mr Wayne Haslehurst was appointed as General Assistant, replacing Mr Brian Ellem who retired.
- Mr Bill Lotter began his retirement and Ms Angela Harmey joined the PDHPE faculty.
- Ms Jennie Wiles retired from PDHPE.
- Mr Geoffrey Reinhard retired from Mathematics.
- Ms Cindy David joined the Science faculty.
- Mr Geoff Andrew and Mr Adam Miller joined the HSIE faculty.
- Mr Michael Olson retired from Careers and was replaced by Mrs Christine Beasley.
- Ms Leonie Krieger joined the English faculty.

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>42.7</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1</td>
</tr>
</tbody>
</table>

Teacher of Multi-categorical  | 1
Support Teacher Learning Assistance  | 1.4
Teacher of Mild Intellectual Disability  | 1
Teacher Librarian  | 1
School Counsellor  | 1
School Careers Advisor  | 1
School Administrative & Support Staff  | 15.372
Total  | 80.472

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Bowral High School had no Indigenous staff members in 2013.

Teacher qualifications

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

The teaching staff at Bowral High School is fully accredited with the NSW Institute of Teachers.

<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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>43%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary  | 30/11/2013

Income

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$35683.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>$538666.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$325658.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$300133.59</td>
</tr>
<tr>
<td>Interest</td>
<td>$13134.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$39455.38</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$1575731.30</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$158897.54</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>$70345.42</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$110793.47</td>
</tr>
<tr>
<td>Library</td>
<td>$13876.96</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$10390.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$344630.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$157778.36</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$144193.67</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2013 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 2013**

**The Illawarra and South East Region (ISER) Excellence in Education Awards and Marie Bashir Peace Award 2013**

Emma Dunn, school Vice Captain, was honoured with two awards in 2013 for her distinguished leadership and commitment to supporting the village of Peak Sneng in Cambodia. In September, Emma was honoured with a Marie Bashir Peace prize and travelled to Parliament House in Sydney with her family and teachers to receive this award from Her Excellency, Governor Marie Bashir. Only eight students in the state received one of these awards. The awards recognize outstanding student work in promoting peace. In addition to this honour, Emma was also nominated for an ISER Excellence in Education award for her Excellence in Student Leadership. Bowral High School has certainly been enriched by Emma’s contributions as a student leader.

**Excellence in Teaching Award**

Kim Kelly, Head Teacher Mathematics, received an Excellence in Teaching Award in term three and was presented with her certificate by the Minister for Education, Adrian Piccolli and the Director General, Michelle Bruniges. Kim is an outstanding teacher and head teacher; in 2012 one of her HSC students, Alice Kemp, was placed first in the state in Mathematics General. She is a dedicated and student focused teacher and Bowral High School is very fortunate to have Kim as part of its community.

**VET Trainer of the Year**

Nicole Reay was named VET Trainer of the Year at the NSW VET Awards in 2013. Nicole travelled to Perth later in the year for the national awards and although she missed out at this level, we are very proud of Nicole. Nicole, a teacher in Hospitality and TAS, does a great job running Café Bowral and supporting students in VET studies and Food Technology.

**Creative and Performing Arts (CAPA)**

In 2013, CAPA gave out scholarships to a number of senior students. These included: The Deitrich scholarship awarded to Emily Hines for a student who has shown ongoing commitment to the study of Visual Arts in senior high school; the Perseverance Award to Amanda Powell in Year 11; the Walker Ceramics award was given to Mia Wandell and the Bowral Paper Place award was given to Erin Schaefer in Year 11.

**ArtExpress 2013**

The major works of four HSC Visual Arts students were selected for ArtExpress in 2013. Emma Dunn, Sophie Everingham, Ashleigh Harrington and Jim Lewis-Ward had their HSC major works displayed in art galleries across NSW. Sophie’s work, Transcendence, was displayed in the Art Gallery of NSW. This success is a testament to not only the talent of the students, but also the professional support and expertise from their teachers, Ms Young and Mr O’Regan.

The Instrument Ensemble program continued in 2013 under the leadership of Mr Andrew Lyons, culminating in a performance at Presentation Night of the hit tune “Skyfall”. The Bowral Singers
were part of the inaugural Sing Southern Highlands concert, a celebration of diversity which supported the Special Olympians in our local area.

The Meet the Music concert series also continued in 2013. This gave the music students opportunities to engage in workshops at the Sydney Opera House.

The Illawarra and South East Regional Dance Festival showcases the outcomes of dance education. The Bowral Dance company performed the classic tale of “Alice in Wonderland” to the music of Tim Burton.

**Technological and Applied Studies (TAS)**

Throughout 2013, the main faculty focus was the development of a standardised format for the presentation of assessment tasks, marking guidelines and feedback to students. The provision of Industry Standard equipment was also another faculty focus, with purchases including a Boema espresso machine, Festool slide compound mitre saw, Festool Domino joining system and a 3D printer.

Student achievements throughout the year included;

- Stephanie Muddle of Year 12 was awarded the NSW Training Award, Illawarra South East Region VET in Schools Student of the Year in Hospitality.
- Nicole Wood also of Year 12 was named Hospitality Student of the Year at the 2013 Southern Highlands Excellence in Vocational Education and Training Awards.
- Elliott Penn of Year 12 was nominated for ‘InTech,’ an exhibition of outstanding Major Projects from HSC Industrial Technology students.
- Orestis Zerzos of Year 12 was a finalist in the University of Wollongong NSW High Schools Engineering Report Writing Competition.

**Science**

2013 was a positive and productive year in the Science Faculty at Bowral High School. A focus on developing improved assessment task feedback through the use of marking rubrics that focused on the Bloom’s Taxonomy, provided dividends. Students in all years have a better understanding of what is in assessment tasks and how to achieve higher grades.

All laboratories are now fitted with data projectors and video and sound systems, allowing the students to learn from multimedia experiences within the classroom. The use of the learning platform, Moodle has continued to be developed and utilised, providing students with access to learning resources at any time.

The Southern Highlands Science Spectacular, the biannual science fair, was again a great success. Students from the district participated in the competition with many high quality entries.

**Library Resource Centre**

The Library Resource Centre (LRC) continued to refine its management and operational structures this year in order to provide a positive influence on the teaching and learning in the school.

In 2013 the LRC:

Undertook a major cull process removing old and irrelevant material from the collection; incorporated new formats into the collection; continued to expand and explore new ways of incorporating technology into the operational services of the library; commenced an evaluation of its policies and procedures so that they better reflect the needs of the school community.

The library staff is very conscious of its role in the school’s welfare system. The library continues to foster a safe and caring environment where all students have the right to a school space which is free of disruptive and negative behavior. Students have the right to use the library without fear of bullying and intimidation. The diverse nature of people using the library for a wide variety of activities from study to computers, positively reflects this high regard for the library and what it is trying to achieve.

**English**

2013 was a year of productive pedagogy for the English faculty. The faculty review of the previous year has led to significant refinement in the teaching and assessment policies and practices. Assessment for learning is more consistently practised across the faculty. Students are better supported in preparing for their assessment tasks in class, following clear timelines and provided with more timely and detailed feedback.
However, a follow up evaluation revealed that there remains room for further improvement and refinement of the faculty’s assessment policies and practices, notably in the areas of timely feedback and targeting areas for student improvement, will occur in 2014.

Another initiative in 2013 was the introduction, in years 8 to 10, of a blended class structure. Each year comprises of two streamed classes with the remaining students placed in mixed ability groupings. This initiative has allowed staff to better cater for the more talented students, while providing flexibility in appropriate class placement for individual students.

Debating

Throughout 2013, Bowral High students from Years 7 to 12 participated in debating. One team from each stage participated in the Premier’s Debating Challenge, competing against other local high schools. The stage 4 (Years 7 and 8) and stage 5 (Years 9 and 10) teams attended weekly training sessions in order to prepare for these debates. The stage 4 team, 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 5 team won the majority of their zone debates, and is congratulated on becoming zone champions. The team then progressed to the finals, where it was unfortunately defeated in the quarter final.

Support Faculty

In term four, senior students in support were invited to participate in mock interviews at Moss Vale TAFE. They were interviewed by various local businessmen in the Highlands and the feedback for our students was very encouraging. Due to the success of this program, the faculty is hoping to make it an annual event on the calendar. Other annual events include TASTE days at Essential Personnel and a day tour of the various post school option sites in the area.

This was also the first year of the Multi Categorical class. The students had a very positive start to high school as they became familiar with routines and made new friends. Two students from the Autism class successfully transitioned into year eight mainstream classes and are continuing in those Maths and English classes in 2014.

Support students also enjoyed participating in various excursions throughout the year. These included a whole unit afternoon out at Bowral Bowling Club learning to play lawn bowls, a senior day at the Sydney Jewish Museum as part of a unit on The Boy in the Striped Pajamas, and finally a junior excursion to Campbelltown to the Bike Education Centre.

Mathematics

During 2013, the Mathematics faculty underwent a review of technology within the faculty. Areas of hardware need were identified and professional development sessions for staff have been planned.

The faculty collaborated with Moss Vale High mathematics teachers to begin the process of implementation of the NSW version of the Australian Curriculum. Quality programs have been written for students in Year 7 and Year 9 in 2014. As part of this program development, the faculty took the opportunity to reinvigorate junior assessment to include tasks beyond the usual mathematics test; these tasks will be delivered to students during 2014.

The Maths homework program continued to be offered to students. In 2013 students were able to meet informally at lunch on Wednesdays; some students attended sessions every week while other students attended sessions as major tests or assessment tasks were approaching. The program will continue to operate during 2014.

Personal Development, Health & Physical Education (PDHPE)

During 2013, the PDHPE faculty went through numerous changes in preparation for 2014. The faculty focused on the development of a standardised format for marking guidelines, assessment schedules and feedback to students. Technology in practice was also a key component of programming as the faculty regularly participated in professional learning to embrace electronic roll marking and Bring Your Own Device (BYOD). The introduction of iPads will assist in the development of 21st Century engaging activities in 2014.

School sport was another key focus for the faculty as it reviewed current practices and in consultation with the Curriculum Committee and Executive, years 9, 10 and 11 sport was timetabled as part of the 2014 curriculum. This was a major shift for PDHPE and sport at Bowral.
High School as it provides the opportunity for students are staff to engage in a variety of school based and community based sporting activities.

Students continued to participate in U Turn the Wheel and support of our local Primary schools through officiating roles and responsibilities. This will continue as 2014 sees the introduction of VET Sports Coaching into the PDHPE curriculum, providing the opportunity for students to complete a Certificate II in Sports Coaching.

Sport

Sport at Bowral High School is always a highly valued aspect of the school curriculum. A range of outstanding team and individual student performances again featured in 2013.

The school continues to work closely with local primary schools, with many students serving as referees or assistants at local carnivals and gala days. Along with the experience it offers students, this practice also strengthens the school’s reputation within the community and helps to build relationships with our partner primary schools.

The school carnivals are well supported with high levels of participation. The school spirit is vibrant on these days. The House Champion for 2013 was Belmore House which continued its domination at the swimming and cross country carnivals and placing a close second to Hume in the athletics carnival.

The major award winners in 2013 were:
Senior Sportsman of the Year - Matthew Dunn
Senior Sportswoman of the Year - Keira Leahy
Junior Sportsman of the Year - Toby Croudson
Junior Sportswoman of the Year - Tayla Croudson
Junior Sporting Achievement - Clayton Barnes
Sporting Achievement - Joel Botttin-Noonan
Sporting Achievement Swimming - Liam Cunneen

Human Society and Its Environment (HSIE)

The most significant activity for the faculty in 2013 was the revision and redevelopment of History teaching programs in preparation for the implementation of the Australian Curriculum syllabus for Year 7 and Year 9 in 2014.

Year 10 History classes attended a moving and informative presentation by veterans from the local branch of the Vietnam Veterans Association as part of their studies of Australia in the Vietnam War Era. The students found it interesting and enriching to understand the experience of war and its impact on the men who served in Vietnam.

The faculty was responsible for organising the school ANZAC Commemoration Assembly in the first week of Term 2. This included an outstanding address from school captain, Alex Staats, on the importance of remembering the ANZAC’s contribution to modern Australia.

Highlights included the participation of several Year 8 and 9 students in the interactive exploration of History via the technology of Google History Hangouts. 70 students had the opportunity to visit Sydney Opera House as part of their study of World Heritage in HSIE and were particularly interested to explore the range of
sporting, recreational as well as cultural activities for which the site was used.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation).

Bowral High School’s average Reading score in 2013 was 5.2 above Similar School Groups (SSG) schools, however the data remains below the state Department of Education and Communities (DEC)average by an equivalent score. There were moderate improvements in Reading results in bands 8 and 9; however there was an evident climb in the number of students in the lower bands. The Writing section results, which once again required the students to compose a persuasive text, although closely matching the SSG average score, continue to be below expectations, especially in bands 8 and 9. Spelling results did not match results in 2012. More students accessed the lower bands, with a corresponding dip in the upper 3 bands. The average Spelling score was almost 10 points below SSG schools and over 17 below the State DEC average. Grammar and Punctuation results reflected a similar pattern in comparison to the previous year.

Overall, the results were not as positive as the previous year and reveal that the literacy strategies introduced in 2011, such as the conducting of a Trial NAPLAN test and explicit teaching strategies, need further attention in order to improve student literacy outcomes.
NAPLAN Year 7 - Numeracy

The 2013 Numeracy component of NAPLAN highlighted significant weaknesses for Year 7; with 11% of students being below National Minimum Standards and 27% of students being proficient.

Some areas that students had difficulty with included fractions, decimals and percentages; problem solving involving measurement; and completing number sentences by finding unknown values. Areas of strength included working with shapes and solids; and using graphs.

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 9 - Literacy

Year 9 achievement in Reading was a significant improvement on 2012. The average score exceeded both SSG and State DEC schools. Fewer students accessed the lowest bands and ‘middle’ students made significant gains over previous years. Results in Writing, while not as disappointing as in 2012, (38% of students in the lowest band) remained below both the SSG and State DEC average scores. Overall achievement in Spelling improved this year and was above the SSG schools average. Even more significant advances were achieved in Grammar and Punctuation, with marked improvements in the highest bands and even more significant falls in the number of students accessing the lowest threes bands.

The result in Writing was once again, the most serious area of concern, despite the Year 9 cohort having just completed a unit on persuasive texts, in addition to a series of dedicated lessons and a trial NAPLAN test. 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 students’ literacy skills across all levels of ability.
The 2013 Numeracy results for Year 9 showed strength at the very top. These students are engaged in challenging mathematical activities and move ahead of their cohort increasingly during Year 8 and especially as they move into Year 9.

The results for the middle and lower bands were not as strong. Compared to their Year 7 results, more students were placed in lower Numeracy bands. The classes for these students were re-organised to provide students with the best chance of engaging in their learning.
The trend data for Year 9 Numeracy showed gains compared to State data.

A focus during 2014 will be to enhance engagement for students in the middle and lower bands. Mathematics teachers will look to explicitly link mathematical concepts to real world situations.

Higher School Certificate (HSC)

Over all the school HSC results in 2013 were very good. Bowral High School students achieved at, or above state average in 11 out of 16 courses indicated on the graphs below. In 13 courses, there was improvement in the 2013 result from the school average 2009-2013. The HSC Relative performance from Year 10 data in 2013 also shows improvement in the low, middle and high ranges. Recently, the school has placed priority on moving the middle to the top and its success is reflected in the growth in the middle range with 0.3 value adding occurring in this band, compared to -4.5 in 2012 and a -2.8 school average 2009-2013. The school has committed considerable resources to professional learning in the application of A Learning and Response matrix (ALARM) in classroom teaching and this will continue in 2014.

English

Results in the English (Standard) course have continued to improve since 2010, with significantly more students accessing bands 4 and 5 and fewer accessing bands 1 and 2. Trend data showed improvement from 65.9 to 67, with results now exceeding state DEC and SSG results for the first time.

Outcomes for the English (Advanced) group revealed a similar outcome, with 7 students accessing the top two bands, with a corresponding decrease in those achieving lower bands. Trend data has continued to improve: school averages have risen from 71.9 in 2011 to 76.4 in 2013, a score that now exceeds the 2009-2013 school average of 74.1 and the SSG 2013 average of 75.

Significant gains were made in the English Extension 1 results. Although a statistically small cohort, trend data over the previous three years had revealed declining standards. The cohort in 2013 performed admirably; 5 of the 6 students achieved Band 3. Results in English Extension 2 did not parallel the aforementioned performance, with only 2 students accessing Band 3.

Students were offered a range of additional opportunities, including after school tutorials and 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 both major English courses. It is clear that students need to choose more wisely with regard to the challenging Extension courses, along with greater support and mentoring in order to achieve success in the HSC.
Technological and Applied Studies (TAS)

In 2013 above state average HSC results were achieved in Engineering Studies (+5.98), Hospitality Examination (+1.21) and Industrial Technology (+12.82).

One Band 6 and three Band 5 results were achieved in Engineering Studies with 85.7% of students achieving Band 4 or higher. All six students who studied Industrial Technology achieved a Band 5 result. Two Band 5 results were achieved in Design and Technology with 87.7% of students achieving Band 4 or higher. Four Band 5 results were achieved in the Hospitality Examination with 90.9% of students who sat the examination achieving Band 4 or higher and 40.9% of students achieved a Band 4 or higher in Food Technology.

Creative and Performing Arts (CAPA)

Overall, the HSC results for CAPA in 2013 were very good, particularly in Visual Arts and Music. Eleven students studied Visual Art, of which four achieved a Band 6 result and six achieved Band 5 result. These results were outstanding. Four students had their Body of Work nominated for ArtExpress and four were accepted. The HSC results were 7.9 units above state average and this is an increase of 4.4%. Visual Arts was the second top performing subject at Bowral High in 2013.

Fourteen students studied Music 1 course and again the results were outstanding (3 Band 6, 9 Band 5 and 2 Band 4). One student was nominated for Encore, but she was not successful in the final round. There has been a decrease in the number of Band 4 students and an increase of Band 5 students. Music was 4.1 units above state average, an increase from the previous year. Music 1 was the fifth top performing subject at Bowral High and also achieving 6 points above the SSG group average.

Fifteen students studied Drama (4 Band 5, 8 Band 4s and 3 Band 3). Drama students continue to show an improvement in their skills and enthusiasm for the subject. One student was nominated for OnStage. The number of students selecting drama as an elective continues to increase which is a positive reflection of the subject’s popularity and relevance to students and their world.

There were 6 students in Dance (1 Band 4, 2 Band 3, 1 Band 2 and 2 Band 1s), an increase in number from the previous year. Dance class was 18.5 units below state average and this is a fall of 2.3 points from the previous year.

Entertainment students once again represented the school with professionalism and pride. There were nine students who studied Entertainment in 2013. One student, Sam Thomas, was awarded VET student of the year for the region.

Mathematics

General Mathematics had more students entered than any other HSC course in 2013. Seventy one students completed the course with three students gaining Band 6.

The Item Analysis tool in RAP from the Board of Studies showed students were able to answer questions from all areas of the course at levels above state average with particular strength in single data sets and probability. This tool also highlighted the need for development of student understanding of standard deviation.

Mathematics again had a relatively low number of entries, with only 11 students completing the course.

The following graph shows the bands achieved by students.
The students were particularly successful in the areas of linear functions; tangents and derivatives and applications of calculus to the physical world.

The four Mathematics Extension 1 students achieved band E2 and E3. The results for this small group of students are consistent with results from previous years.

Students performed above state average in questions relating to binomial probability; polynomials; circle geometry and trigonometric functions.

At the start of the HSC course there were 4 students in the Mathematics Extension 2 course; unfortunately only one student completed this demanding course. One of the students moved interstate and the other two found the time required for the course too demanding.

**PDHPE**

2013 Higher School Certificate results displayed significant improvement in comparison to previous years and SSG and DEC State average. The Year 12 HSC data has improved its average score difference by 16 points from the 2012 data in the test aspect of Personal Development Health & Physical Education. Results in 2013 were 5.9 marks above state average and 7 marks higher than SSG. These results are significant and are strong indicators of quality teaching and feedback by the classroom teacher and the effort and application of the cohort. The maturity of the candidates and the focus on delivering content, has ensured all students are aware of the requirements for successfully completing the HSC.

The value added data indicates that students have performed exceptionally well and above the state average in comparison. These results are outstanding and indicate that quality teaching and learning experiences were occurring during the HSC years.

**HSIE**

In 2013 Ancient History results represented a significant improvement on the 2012 performance, with the school average of 74.2 well above both the SSG average of 66.7 and the state DEC average of 69.3. Over 60% of students achieved at band 4 or above and the remaining students achieved band 3 results. No students were placed in the lower bands.

In 2013, the Business Studies results were slightly down on previous years; the school average of 66.8 below both the SSG average of 68.0 and the state average of 71.2. In part, this reflected the wider range of academic abilities of students choosing the subject, with 50% of students being placed at band 4 or 5 and the remaining 50% concentrated in bands 2 and 3.

Legal studies results in 2013 reflected a marked overall improvement on the previous year, with the school average of 72.8 matching the state average and surpassing the SSG average of 69.0. This improvement suggests some consolidation of student knowledge through explicit syllabus instruction which saw 58% of students achieving
at band 4 or above and only one student placing below band 3.

The 2013 results achieved in Modern History, despite a smaller student cohort, were again pleasing. While comparative data for school group and state averages are not available, it is noted that 85% of students were placed in band 4 and above. The remaining student’s performance was impacted by significant illness during the HSC year; however the student still achieved at band 3 level.

In 2013, all HSC courses will consolidate and build on these improvements. The teaching focus will be on explicit instruction in examination style responses and encouraging student commitment to building knowledge of fundamental course concepts with systematic revision activities.

Science

The HSC results in the Sciences were pleasing this year. In general all courses offered achieved an average higher than the combine average of the past 4 years.

Biology students achieved results greater than the trend averages for the past four years, the SSG and the State results.

Chemistry students achieved results greater than the trend averages for the past four years, the SSG but slightly lower than the State results.

Earth and Environmental students achieved results greater than the trend averages for the past four years, the SSG and the State results. 87.5% of students achieved band 4 or higher.

Physics students achieved results greater than the trend averages for the past 4 years. There has been a decrease in Band 3 grades and a corresponding increase in Band 4 grades over the past four years.

Senior Science students achieved results greater than the trend averages for the past 4 years, the SSG and the State results. There has been an improvement in Band 5 and 6 grades achieved and a decrease in Bands 3 and lower over the past four years.

Record of School Achievement (RoSA)

English

Significant effort was expended in 2013 to continue to refine teaching and assessment practices in Year 10. The assessment schedule now accommodates the new ROSA requirements and includes a Trial ROSA exam. Quality feedback was provided to the students after the completion of each assessment task. Exemplar student responses for each task were retained for future Year 10 cohorts, as well as a selection of scripts across the grade ranges, as required by the DEC.

Technological and Applied Studies (TAS)

In 2013 students at Bowral High School completed RoSA studies in the following TAS KLA subjects: Design and Technology, Food Technology, Graphics Technology, Industrial Technology – Engineering, Industrial Technology – Timber and Information and Software Technology.

The following shows the percentage of students who achieved a ‘C’.

Grade or higher in each course: Design and Technology (58.3%), food Technology (63.89%), Graphics Technology (68.43%), Industrial Technology – Engineering (63.89%), Industrial Technology – Timber (70%) and Information Software and Technology (66.67%).

Mathematics

The Year 10 cohort in 2013 had a small number of mathematically able students who were challenged by the advanced 5.3 stage outcomes. Three classes followed a course designed around stage 5.1 outcomes; with the focus for learning being practical mathematics to ensure students were equipped for life beyond school. Two middle stream classes completed stage 5.2 outcomes preparing them for Mathematics General at stage 6.

HSIE

Australian History 200 hours

Grade A – 7 awarded; Grade B – 24 awarded; Grade C – 31 awarded; Grade D – 42 awarded; Grade E – 42 awarded.

Australian Geography 200 hours

Grade A – 4 awarded; Grade B – 18 awarded; Grade C – 49 awarded; Grade D – 49 awarded; Grade E – 28 awarded.

Results in Australian History and Geography were disappointing. In both subjects, there was an over-concentration of students achieving in the lower grades. In part, this reflects the overall calibre of the Year 10 cohort; however more
needs to be done to focus on moving students into the mid and upper grade levels of achievement. A teaching focus on developing extended response writing and detailed assessment feedback to students are strategies to be employed in order to meet this target. In addition, increased whole school focus to inform students about ROSA course requirements and closer monitoring and support of students causing concern may also contribute to overall improved performance.

Significant programs and initiatives

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 2014 will be the final year of the program. In consultation with our parents and broader school community, the school elected to appoint a Student Welfare Worker in 2013. The president of the P&C, Ms Sally Ray, contributed to the application process for this funding.

The Student Welfare Worker works 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 counseling) 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 counselor and Learning Support team on student issues and supporting at risk students to re-engage with the school and their learning.

Aboriginal education

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

The school’s growth data in 2013 compares favorably with the NSW state data in the areas of Reading and Writing and excels in Numeracy where the gap between aboriginal and non-aboriginal students in year 7 was 1.5 % (BHS) compared to 44 % (State) and in year 9, the gap is 18.3 % (BHS) compared to 31.9% (State). Clearly there is still a lot of work to do and in 2014 the school will again employ a teacher to support students in the NORTA NORTA learning space.

In 2014 the school will employ 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. Aboriginal students in years 7 and 8 will all be included in the first stage of this program in 2014.

A whole school commitment to improving Aboriginal student outcomes has focused upon 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 teacher.

In 2013 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.

HSC students were offered individual tuition by a teacher in 2013 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 2013 and will continue 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.

**Multicultural Education**

The school had no English as a Second language (ESL) students in 2013.

In 2013 a range of programs were offered to support Multicultural Education at Bowral High School. These included:

An overseas trip to Cambodia/Laos took place in 2013 involving 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 2013. 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.

The students in 8W continued their intercultural connection with students at the Rosary School in India. Several connections using Google hangout provided face-to-face contact with the six students who have received financial support from our school to continue their education in 2013. Our students exchanged letters and shared posters and other classwork with the Indian students. This has been valuable in building cultural understanding and appreciation of life for students in a developing nation. Fundraising at the end of the year raised $600 to continue our support of the six student’s education in 2014.

**Personalised Learning and Support for students with additional educational needs**

The Learning Support team met weekly in 2013 to plan, implement and evaluate individual support programs for students. Every second meeting focused on attendance. Students whose attendance was of concern were identified and referred to the attendance monitoring team. The team phoned home and, in consultation with parents, developed a plan to improve attendance. This program also incorporated close monitoring of truancy at school. A Truancy Monitor was appointed in 2013 and as a result the overall incidence of truancy dropped markedly.

The school also implemented the re-engagement Program in 2013. Students were referred to the program through the learning support team. Students were identified by year advisors or deputies as disengaged from school.

**Personalised Learning and Support Tool (PLASST) 2013 Trial**

In 2013 the school was selected to participate in the PLASST trial. PLASST is a diagnostic tool developed by the Department of Education and Communities for teachers to identify the learning and support needs of their students. The trial focused on the development of a sound and reliable online tool that, when finalized, can be used by teachers in collaboration with parents and carers, to identify the strengths and educational needs of students. The information will assist the schools in planning and personalizing learning and support for individual students who require adjustments in their day to day learning.

**Positive Behaviours for Success (PBS) and VIVO Miles**

**Background**

Bowral High School began the implementation of PBS in 2013. The essential premise of PBS is the explicit teaching of behavior expectation to the students. The initial focus through 2013 has been on non-classroom behavior, addressing areas such as playground, corridors and canteen areas.

An essential part of PBS is data based decision making. Data concerning the behaviour of students is collected regularly and reviewed. The PBS team use this data to determine the success of specific programs and to ensure that the interventions made are targeted correctly.

**How we have been implementing PBS so far**

One 20 minute period was allocated for the teaching of a PBS lesson each week. During each of these lessons, roll call teachers taught the students a lesson that had been developed by the PBS team. This lesson addressed a specific aspect of school behavior that had been identified as an area requiring improvement. During the following
week, teachers continued to reinforce the lesson through continual prompting and rewarding, using the newly introduced Vivo miles system. Signs were also placed in strategic locations throughout the school to remind the school community of the values and expectations of the school.

The graph below shows that there has been a decline in all the behavior referrals since the implementation of PBS.

![Graph showing number of referrals each year since 2010]

Figure 1 Number of Referrals Each Year Since 2010.

PBS was introduced into the school term 4 2012.

Data from the Vivo Miles scheme suggests that students are responding well to a rewards based intervention that targets specific behaviours.

Future Directions

2014 Term 1 training of faculty representatives in classroom implementation; 2014 Term 1 SRC involved in PBS team and lesson development; 2014 Term 2 training of all staff in classroom implementation; 2014 PBS launch as a day of celebrations; 2014/15 Teaching of expected behaviours in the classroom setting; 2015 Begin Tier 2.

Cambodia Overseas Excursion

In January this year thirty two excited students set off to Cambodia and Thailand for eighteen days. It was the fifth trip to South East Asia organised by Bowral High School, enabling students to learn about the world and experience new cultures in a meaningful way.

The focus of this trip was to continue our support to Peak Sneng Primary School, forty minutes from Siem Reap, in Cambodia. Here, in addition to the library supported by funds raised by Bowral High students, Emma Dunn initiated the ‘Train the Teacher’ program for the senior students who teach the primary children English in the evenings. Emma hoped to support these ten young adults with a qualified teacher to give them additional strategies and support. The students of Bowral High raised enough money to fund a qualified teacher to run the program. It has been extremely successful and all of the participating students graduated.

While the students and staff were at Peak Sneng School, they also had the opportunity to teach lessons to the primary school children, as well as observe the evening classes. This was a challenging task since most of the younger children could not speak English. Many gained a new respect for these young ‘teachers,’ as they were of a similar age.

The students had many highlights throughout the trip. These varied from the sobering Killing Fields, the floating markets, singing songs to the school children, the beautiful temples, an overnight train ride, the orphanage and our border crossing from Cambodia into Thailand.

Year 7 Class Designations and Projects

In 2013 the school launched a whole of year 7 engagement and extension program with the Year 7 Class Designations and Learning Projects Program. Every student was placed in a class with an identified learning/and or interest focus.

This expanded the number of Year 7 classes with a designated learning focus from three in 2012 to five in 2013:

- 7B was the Project-Based learning class. Students in this class like to learn by “doing”; they enjoy learning haptically;
- 7O was the sports Class: students in this class had an interest and talent in sport and they enjoy kinaesthetic learning;
- 7R was the Learning with Technology learning class: these students were interested and enjoyed using technology in their learning;
- 7A was the ‘traditional’ academic class (students who enjoyed learning in the traditional curriculum and were capable of attaining very good academic results);
- 7L was the Performing Arts class: these students auditioned for a place in the class and enjoyed performance, musical and auditory learning experiences.

18
The teachers for each year 7 class were formed into ‘learning teams’, and were given planning time to prepare cross-curriculum learning experiences that aligned to class focus interests and learning styles.

In addition, each class developed a cross-curriculum class project (project learning) to showcase their learning style and achievements in Year 7.

To facilitate and document this process, all students completed a film-making workshop led by consultant Ms Mitchell and Mr Staats in cine-literacy and visual literacy.

Education Week Year 7 Showcase

Student’s films and projects where showcased at two events. The first occurred in Education Week where more than 100 parents and students attended; the second was the ‘Showcase Finale’ at Mittagong RSL, attended by more than 250 parents, teachers and students.

At the Showcase Finale parents, students, teachers and community members provided feedback on the project. 90% of respondents indicated that their satisfaction with program, its delivery and results.

Speak Act Lead

‘Speak, Act, Lead’ Bowral High School’s student leadership and student voice program entered its third year in 2013. More than 60 students joined the program in Year 7 and were mentored by Year 9 students. The Year 7 projects included school (anti-bullying, inclusion, peer pressure), local (town pride, animal welfare, support for nurses and homeless) to global issues (support and fund raising for Africa and our sister school in Thailand).

Students attended an overnight camp at Wooglemai OEC in August to develop their teamwork, leadership and student voice. The students announced their projects in Education Week and presented films about their issues at the Year 7 Showcase Finale in November 2013.

Students at the Speak Act Lead Camp

Since the program’s inception in 2011, more than 160 students have participated in this 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

ASPIRE, Bowral High School’s university linkage program is all about encouraging students, from the very outset of High School, to aim high and aspire to great things when they leave school. Bowral High School has forged links with the University of Canberra and the University of Wollongong to provide our students, as early as Year 7 the opportunity to experience universities and career days.

The program was announced in Education Week and in September, more than 60 Year 7 and 8 students attended Canberra University’s UC4 Yourself Day and in November 100 students...
attended the University of Wollongong to participate in the In2Uni Program. Both programs involved pre-university visit workshops.

ASPIRE is a School to Work funded initiative and featured as part of the school’s primary transition program. Other features of the program include our students’ participation in the UOW Learning Labs Enrichment program.

The school will expand its university partnership program in 2014 and is part of the focus on supporting students reach their very best potential in their post-school destinations.

Interact

In September 2013 the Bowral High School Interact Club was formed. Interact is Rotary International’s service club for young people ages 12 to 18. The Club is the first Interact club in the Highlands and its charter received enormous community support at a public meeting held in the Library.

Bowral High Interact Club is self-governing and self-supporting and receives support and guidance from its sponsor Rotary Club (Mittagong/Bowral). It has 35 student members, half of whom are Year 7 students.

The Charter Night; students with the shelter-box they have raised funds for.

The club is involved with two community service projects; one local and one international. Our club’s local project will be fund raising for the School’s Breakfast Club and the international project will support Bowral’s Siem Reap School Project in Cambodia. In 2013 the club raised $700 to purchase a ‘shelter-box’ to support victims of the typhoon in Thailand.

Membership of Interact provides opportunities to access Rotary Youth Leadership Programs (RYPEN) and the Rotary Youth Exchange Program (an opportunity for senior students to study overseas).

The Interact Club is led by Mr Geoff Andrew and meets regularly once a fortnight in school time and all students are welcome to join.

Shackleton Google Trial, December 2013

Student Radio

2013 Bowral High began to broadcast a student-made radio program.

The project is an off-shoot of the Speak, Act, Lead program and was devised and lead by five Year 9 students who wanted to use media to have student voices heard.

The students report on school programs, interview students, play music and make announcements. The program is pre-recorded as a podcast and is broadcast once a week across the school PA system in the Quadrangle and the Sward.
The radio team recording a podcast

Make a Difference (MAD) Group

In 2013 ten Year 7 Indigenous students formed a specialist media/film editing team to support the rest of Year 7 in their Class Project Films. They dubbed themselves the ‘Make a Difference’ Group.

In addition to developing advanced film editing skills, the team worked with Ms Mitchell one day a week in Term 4 to celebrate their culture and develop futures goals and plans for success at school and beyond.

The Make A Difference groups will continue in 2014.

Café Bowral

Café Bowral has had another successful year with the arrival of the new Boema Espresso Machine. The machine allows two students at a time to learn required skills to work as a barista. Café Bowral operated every Wednesday throughout the year with a variety of new menu items in both food and beverages.

Many students have benefited from the experiences provided in both Hospitality and Café Bowral by successfully gaining working opportunities in the community cafes and restaurants. In 2013, we provided catering for HSC marking, staff development afternoons and a bake sale.

Tell Them From Me

In 2013 the school was selected to participate in the Tell Them From Me survey pilot. A large student sample from Years 7 to 12 participated in the survey. The survey aims to help improve student learning outcomes and measure factors that are known to affect academic achievement and other student outcomes. The focus of the 2013 pilot was on student well-being, engagement and effective teaching practices. The survey results were presented to staff and adopted by the PBS team to improve the delivery of PBS in the school. In 2014, the school will again participate in Tell Them From Me, surveying the entire school. The data from the survey will be used to improve whole school teaching, learning, engagement and student welfare programs.

2013 Ski Trip

The three day ski trip is held annually at the end of term 2. In 2013, 43 students from Years 11 and 10 travelled to Bungarra Lodge outside of Jindabyne to ski or snow board on the slopes of Thredbo. Each student was involved in a daily morning two hour lesson as well as a lesson on the first afternoon. On the other afternoons, they formed ‘buddy’ groups of four to ski different slopes of the mountain. There were skiers and boarders of all abilities. They are encouraged to safely challenge themselves and hone their new skills by trying different slopes. Regardless of the level of expertise students achieved, all had a memorable and enjoyable time.

The Rev-Up and Re-engagement Programs

The Rev-Up program which has been running for some years in Bowral High was a program designed to assist students develop class room management skills, and achieve better educational and interpersonal outcomes for each
student. In the last year it has focused around a ceramic mural which will be completed in 2014.

By introducing the students to new areas of education and new skills they were able to find a greater confidence in themselves and use that confidence to apply a better personal focus in their decision making. This has had a positive effect on their educational progress.

The Re-Engagement Room was an extension of the Rev-up program, and has supported more than 50 students. The program explicitly targeted students who were disengaged or at risk of suspension and supported them to reflect on their patterns of behaviour and empowered them to take control and make positive choices.

Students in the program worked on behaviour strategies and were supported to complete assignments and coursework. While in the program, students were coached by the teacher in time management, conflict resolution and other skills needed for learning.

The Smith Cup

The annual Smith Cup event was hosted by Bowral High School in 2013. After a very close competition, Goulburn High School once again took the cup home, winning by two games. Twenty two matches were held on October 22, including several sporting events as well as the Master Chef and the gaming competitions. The Master Chef competition in 2013 involved the teams from both schools preparing a High Tea and Bowral was the overall winner. The Smith Cup is an important feature of the culture of both schools and we look forward to meeting Goulburn High School again in Goulburn in 2014.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Curriculum

Mathematics: Use of Technology

In 2012 the school evaluation team completed a school self evaluation on the use of Information and Communications Technology (ICT) as a tool for teaching and learning in the Mathematics faculty. Students and staff were surveyed. The
student sample included students from all Years 7-12.

The scope of the evaluation included: the technology that is used regularly in the classroom; the ICT programs currently used; the purpose of ICT in the teaching and learning practice; the types of ICT programs and hardware used by students in the classroom and at home; the frequency of ICT use by students and the impediments to the effective use of ICT in the classroom.

Findings and Conclusions
The teachers surveyed taught classes in Years 1-12. 88.9% of staff said they used the Digital Education Revolution (DER) laptops in their teaching; 44.4% used their own laptop; 77.8% used a data projector and 22.2% used a smart board. The DER laptop was the form of technology most often used in the classroom, followed closely by the data projector. 66.7% of staff used PowerPoint regularly in their teaching.

Students regularly use Moodle and PowerPoint as well as DER laptops as learning tools. Applications such as Edmodo, Geogebra and Web2 tools are less commonly used or not at all.

Technology is used in the classroom for communication to demonstrate concepts for interactive learning and to complete classwork.

There were significant differences in how often students report their use of ICT: 44.4% said they use it rarely; 11.1% use it every lesson or daily or weekly.

The overwhelming majority of students – 90% - said they would like to be able to use ICT more often in class.

Staff reported that they are uncomfortable with their students using ICT in class with 35% saying it is difficult to control what students are using in class and 17.6% saying it’s too time consuming.

Future Directions
Improving school technology infrastructure is important and this will be a priority area in the next school plan. The school will commit resources to enhancing staff and student access to technology across the school.

All classrooms in Mathematics will be equipped with speakers, data projectors and whiteboards by the end of 2014.

Staff access to the Smartboard in Mathematics will have been strengthened in 2014 by re-rooming.

A range of professional opportunities around the use of ICT in teaching will be provided to the Mathematics staff in 2014. These opportunities will include in faculty, in school and external courses.

The head teacher has registered all staff for WikiSpace and will provide professional support in 2014.

Professional support and learning in the use of Google Apps will also be provided by the head teacher in 2014.

Staff who feel less confident in the use of ICT in their teaching will be mentored by the Head Teacher Mathematics and Head Teacher Teaching and Learning.

English Faculty: Assessment and Feedback follow up
In 2012, the school Self Evaluation team conducted an evaluation of Assessment and Feedback in the English faculty. As a result of this evaluation, a number of recommendations were made. In 2013 a follow up evaluation was done to assess the progress made by the faculty in the areas of Assessment and Feedback and to make recommendations for further improvements.

All the staff were surveyed using the online Survey Monkey tool and a cross section of students from all English classes in Years 7-12. The data collected from the staff and student survey includes the following areas:

- Knowledge of assessment policy
- The quality of assessment tasks and feedback provided to students.
- The alignment of the faculty assessment policy at school and BOS policies and guidelines.
- The effectiveness of the communication strategies used in the faculty.
- Areas of strength and areas where improvement is needed.

Findings and Conclusions
The results of the evaluation indicate that there has been improvement in both areas since 2012.
74% of students said that assessment tasks were presented in a format that they understood always or usually. 26% said that this occurs sometimes or never so there is still work to be done in this area by the faculty.

100% of students responded that they always or mostly receive support from their teacher to complete tasks, which is encouraging.

45% of students said they had their assessment work returned within a two week timeframe and had feedback from their teacher; however, 38% said this happens only sometimes and 11% said it never happens. Clearly there is still improvement needed in this area.

The staff suggested that communication had improved but there was still a need for further improvement.

Future Directions
The faculty will review of all assessment tasks to ensure that are written in a format that is clear and easily understood by students.

The faculty will ensure that the school assessment policy and BOSTE guidelines are strictly followed by all staff.

The faculty will provide detailed information and support to students about their rights and responsibilities in relation to assessment and feedback.

The school will appoint a school Assessment Coordinator to ensure that there is transparency and consistency in assessment and feedback.

Improved faculty communication will be achieved by using written, visual and digital means to communicate with staff as well as meetings and collegial discussions.

Continue to provide professional learning to staff.

Implementation
Using the Survey Money online tool, parents were invited to respond to questions relating to communication and school presentation and provide feedback on how the school can improve. This survey was conducted in term 2 2013.

Data Information
Over 30 parents responded to the survey. The questions included:

How would you describe the service provided to you when you visit the Bowral High Administration area? How friendly and welcoming are the front office and executive staff? How friendly and welcoming is the physical environment of the foyer and administration area? How respectful is the school to students and parents? How effective are the communication processes?

Findings and Conclusions
- 37.7% of respondents said the school communicated ‘quite well’ with parents. This needs to be improved.
- 91.3% said the staff was professional and supportive.
- 59% described the physical environment of the foyer and administration area as ‘average’.

Future Directions
A renovation of the foyer and administration area was completed in 2013, using a corporate and professional design. Photos of students and student work, along with school values are showcased.

The school website was changed and improved in 2013 and includes a calendar that community members can access.

A school app was launched in 2013 that parents and community members can access via their smartphones and tablets. The app sends important messages to parents.

New school signage reinforcing the school PBS values was established in 2013.

Front office staff was trained in use of improved protocols for answering the phone and connecting with parents and members of the public.

Positive Relationships

Background
Bowral High School is committed to developing and sustaining positive relationships with parents and the community. In 2013, the school conducted an evaluation of how well the school meets the needs of parents and the public in relation to communication, presentation and public relations.
The student walkway was covered and path erected that allows students easy access to the Student Window.

A new reporting system was introduced in 2013. The Parent and Teacher Night has been improved, utilizing an online booking system.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy and Numeracy**

In 2013 the school continued to place priority on improving literacy and numeracy for all students.

**Target Achievements**

Improve the school average score in reading, writing and numeracy so that is above that of similar school groups and state DEC schools. In 2013, Year 7 girls were 15 scale score points above the state average growth in the test aspect of grammar and punctuation and Year 9 girls improved by 34 scale score points in reading. However, Year 9 boys were 50 scale score points below the state average score in writing and Year 9 girls were 10 scale scores below the state average growth in numeracy.

Literacy outcomes for Aboriginal students were largely as expected with 80% of aboriginal students achieving expected growth in all test aspects in Year 9. The small number of aboriginal students in the school means that small variations have a significant impact on the data.

The school target of moving the middle to the top was largely achieved in 2013 with the value added data in the lower, middle and upper bands improving from the 2012 and 2011 data. In 2013, the lower and middle bands showed positive value adding for the first time in three years. However, there is less value adding occurring in the higher bands, particularly for boys. The school will focus on improving engagement and attainment for all HSC students, particularly boys in 2014.

Attendance data shows that attendance in year 7 is at, or above, state average but falls off in years 9 and 11, particularly with girls. In a roll check in May 2013, 18.5% of girls in Year 10 were absent compared to 13.5% of boys. To support girls, a youth worker, worked at the school two days a week. She focused her support on girls, supporting them to attend school regularly.

Personalised Learning Plans (PLPs) were developed for all Aboriginal students with a focus on improving outcomes in literacy and numeracy. Aboriginal students were offered individualized instruction and tutoring in 2013.

An attendance team was created in 2013 with two staff members given a period allowance to monitor attendance, phone home and develop individual attendance plans for students whose attendance is of concern.

A Truancy officer was given a period allocation to follow up on reported truancy. This has led to decreased fractional truancy and more consistent reporting of truancy to parents.

**School priority 2**

**Engagement and Attainment**

Several new programs promoting student engagement were started in 2013. ASPIRE- a program that targets Year 7 and 8 is an example.

Speak, Act, Lead and Year 7 learning teams were also highly successful programs in 2013.

Ceiling mounted short throw data projectors with speakers and whiteboards continued to be rolled out to classrooms across the school in 2013. Ten ceiling mounted data projectors and whiteboards were installed in each key learning area across the school. The school will continue to work towards its goals of delivering this technology in every classroom in the school by the end of 2014.

All teachers have individual professional learning plans, updated annually. These plans reflect personal, school and DEC priorities.

Induction programs for new and beginning teachers are in place.

The School Evaluation team completed a follow-up evaluation on Assessment and Feedback in the English faculty in 2012 with the recommendations being presented to the staff and improvements put in place. Other evaluations included the use of ICT in mathematics, the REVUp program and PBS.

The English, Mathematics, Science and HSIE faculties prepared for the introduction of the national curriculum with provision of professional learning and faculty planning provided in 2013.
Each of these faculties began teaching the new curriculum in 2014.

**School priority 3**  
**Positive Relationships**

In 2013, the school continued to work closely with the Southern Highlands Aboriginal Education and Community Group (SHAECG) to promote positive relationships with our local Aboriginal community. Staff attended SHAECG meetings throughout the year.

The PBS program started in 2013. The focus was on the universal areas of the school such as the playground, assemblies, corridors and canteen. The VIVOs program was also initiated.

In 2013, the school used EDVAL timetabling to facilitate an online booking system for Parent and Teacher interviews.

Parental and community satisfaction with the school is an ongoing priority. In 2013, the school promoted communication through the website. A new website was developed and a free school app was introduced.

School events and messages to parents are provided on school app.

In 2013, all staff participated in Closing the Gap: Cultural Awareness training. Modules 3 and 4 were completed in 2013 with further training planned for 2014.

New school signage for PBS was installed around the school.

The School foyer and administration offices were renovated and PBS signage added. This followed feedback from a parent survey conducted in 2013.

Successful school events were held in 2013 including Year 12 Graduation, Presentation Night, Bowral’s Got Talent and Parent information evenings and workshops.

**Strategies to Achieve Outcomes in 2014**

The school plan for 2012-2014 was reviewed at the end of 2013. The plan has three priority areas:

**School Priority 1**

**Literacy and Numeracy**

**Outcome for 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 include:**

- 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 so that 100% of students meet expected outcomes in Year 7 and Year 9 literacy and numeracy.

- Improve the value added data in the HSC particularly in the higher bands improving from a negative value added to positive value adding in 2014.

- Improve attendance data from 88.8% in 2013 to 89% in 2014.

**Strategies to achieve this target include:**

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

- Promote discussion of student assessment data at class and faculty level to identify the future learning needs of students.

- Provide faculty based professional learning in the analysis and use of data to inform teaching.

- Ensure that effective intervention programs are in place for identified students.

- Develop feedback scaffolds that reflect individual student learning needs – information that is extrapolated from SMART data and other relevant information.
Continue to develop, implement and monitor PLPs for all Aboriginal students.

Offer tutorial programs for Aboriginal students using NORTA NORTA funding.

Teachers will be using ALARM to explicitly teach the skills targeted in the KLA syllabus and exams – particularly Years 11 and 12.

Develop high quality assessment tasks for stage 6 students using the ALARM Framework.

Appointment of an Assessment Coordinator to monitor and supervise assessment and feedback.

School Priority 2
Engagement and Attainment
Outcomes for 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 for achieve these targets include:

- Development and updating of Individual Professional Learning Plans that meet personal, school and DEC goals and priorities.
- Schedule regular meetings with new and beginning teachers to track and plan professional learning needs.
- Continue leadership learning program targeting teachers’ individual professional learning goals and school priorities.

Monitoring of the active participation of teachers and school leaders in professional learning programs.

Et4L server in place.

EDVAL is introduced and working in welfare and timetable.

All teachers conduct roll marking online.

Introduction of Bring Your Own Device (BYOD) policy and program

School Evaluation continues to be a part of school culture and is a continuous process that promotes teacher reflection and school improvement., PBS and school sport in 2014 as well as participate in Tell Them From Me survey.

Continue to provide professional learning provided for staff on new curriculum.

Development of high quality and culturally inclusive programs for Aboriginal students.

Strengthen links with UAC and UOW through the ASPIRE program.

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.
Provide professional learning provided for staff in use of PBS.

Hold regular PBS assemblies to celebrate positive student behavior;

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.

Continue to improve and develop school website and app.

Promote school events in newsletters and on website and on school app.

Showcase student success and achievement.

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 2013 was $1095.85. The total expenditure on teacher professional learning was $70,244.23. This expenditure included the additional funding that was provided to support the introduction of the new Australian curriculum.

Included within this expenditure was $2085 to support Vocational Education and Training (VET) teachers and $5510 to provide professional learning for beginning teachers.

In 2013 there were 28 New Scheme teachers. 22 had reached the proficient standard and 6 were probationary.

In 2013 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, ALARM, managing student behaviour and many others.

The staff participated in six staff development days and two three hour after school workshops in 2013. The areas covered included the following:

- new school reporting system;
- Bring Your Own Device;
- use of Smart data to inform teaching and learning;
- mandatory staff training;
- managing difficult student behaviour and the re-engagement program;
- BHS PBS Team;
- Supporting the HSC (monitoring folders);
- PLANE (online);
- The Learner and the New Curriculum (online);
- Teaching for the New Curriculum (online);
- RAP data analysis;
- Every Student, Every School (Learning Support Teams);
- Accrual Accounting Fundamentals (online);
- ASPIRE;
- PBS.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

“Dear Sir/Madam

Thank you for supporting Nicole during her participation in the 2013 Australian, NSW, and Regional Training Awards.”
We are sure you are as proud of Nicole’s achievement as we are, in being named the 2013 NSW VET Trainer / Teacher of the Year.

"The NSW Training Awards Ambassadors are a wonderful reflection on the employers who have supported them in their achievements and I would like to take the opportunity to thank you in advance for your continued support over the coming year...."

Edith Macintosh, Project Manager, NSW Training Awards

"To All Year 12 Students

On behalf of Bowral & District Hospital I would like to thank you for your donation of $5000 to be used within our hospital.

Our Hospital and its many patients thank you for your generosity, we are very fortunate to receive donations such as yours....

We are very fortunate to have such a supportive community exhibiting commitment and your gifts are great appreciated."

Alison Derrett, General Manager, Bowral & District Hospital

"Dear Mrs Paviour

I am writing on behalf of the Berrima Division of Sydney Legacy to thank you and the students of Bowral High School for your support during Legacy Week...

.... Legatee Peter Boggs spoke very highly of the efforts of the students who assisted in Bowral...The students raised almost $2,000. They showed a great deal of enthusiasm and community spirit, which is to be commended...”

Barrie Iredale, President, Berrima Legacy

"Dear Kim, John, Meg Mitchell and all staff of Bowral High School

I would just like to say thank you for the fabulous Year 7 showcase night at Mittagong RSL Club. If the idea of putting on such a night was to build a culture from Year 7, then I think you nailed it....

The students looked fantastic in their blazers and ties, they conducted themselves with maturity and aplomb....

I was once again proud to be a parent of Bowral High School which contains an inclusive student body that encompasses diversity, strengths, weaknesses, talent, hardships, realisties, grit, independence, great depths and now the development of a confident and positive culture from Year 7....

My son Darcy, has had a truly wonderful start to his high school years.”

Lauren Barnes

"Good afternoon Kim

I must congratulate your staff and students for their brilliant efforts over the last two days here at Wooglemai EEC.

It has been an absolute pleasure to work the John, Natalie, Yarran and Meg. They have produced an engaging and empowering leadership program for the students....

I have been extremely impressed with the maturity and responsibility shown by both the Year 9 leaders and the Year 7 students training as mentors. They were an absolute delight to work with.

Peter Nicoll, Principal, Wooglemai EEC

"Dear Ms Paviour

Congratulations and thank you to the Bowral High School students who participated in Seniors Week this year. The students were great ambassadors for Bowral High School...

...Thank you again for encouraging your students to take part in events for older people in our community. I hope they enjoyed themselves as much as our seniors did.”

Nicola Robson, Ageing & Disability Officer and Clr Ian Scandrett, Chair Seniors Working Group

“Hi Kim

I would just like to thank you and all of your staff for a wonderful day at Bowral High on Tuesday. Our Year 5 and 6 absolutely loved the activities and were very impressed with your Year 10 and Year 11 Peer leaders...

.... I was also very impressed with all of the Bowral High students who greeted Hill Top PS
students with a smile. I felt that there was a really great feel around the corridors and it is very obvious that PBS is working at BHS.....

...Please pass on our thanks from Hill Top PS…”
Sarah Leicester, Hill Top Public School

“Dear Mrs Paviour, Mr Staats, Mr Morris and all Bowral High school teaching and other staff,
Endless thanks for Marissa’s sensational and varied, total High School education by the dedicated and remarkable High School teachers...

...Thank you all for every single, lovely and brilliant thing, too numerous to list...
We will miss you all enormously…”
Gail, Tony & Marissa Dirks

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.

Kim Paviour, Principal
John Staats, Deputy Principal
Nic Morris, Deputy Principal
Sally Ray, P&C President
Linda Langton, Head Teacher and R/ Deputy Principal
Paul Williams, Head Teacher,
Kim Kelly, Head Teacher
Tim Flaus, Head Teacher & PBS Coordinator
Susan Martin, Head Teacher
Darryl Miller, Head Teacher
Timm O’Regan, Head Teacher,
Carl Davey, Head Teacher
Amanda Sutton, Head Teacher
Bede Kervin, Librarian
Robyn Spangaro, SAO

Rebecca Westley, student

School contact information
Bowral High School
PO Box 1147, Bowral NSW 2576
Ph: 48 612255
Fax: 48 612184
Email: bowral-h.school@det.nsw.edu.au
Web: www.bowralhighschool.nsw.edu.au
School Code: 8104

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: