

Bowen Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Bowen Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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Message from the Principal

2016 continued our trend of achieving great growth for the students at Bowen Public School. Once again, our student cohort grew, our staff grew and our students' results showed pleasing positive growth.

We were recognised for our achievements with a visit from Mr Adrian Piccoli, Minister for Education. When asked why he chose to visit Bowen Public School out of all the schools he might have visited, he replied, "It was the excellent growth data that the school had maintained over the past three years and I wanted to see how it was being done."

The Book Week character parade was another highlight of the year and has firmly cemented its place in our school's tradition. Over 95% of our children and all of our staff dressed up to celebrate Book Week this year and the book fair was also extremely popular with students.

Our P&C which has operated for many years, lost a number of its long standing members at the end of 2016 with their children passing out of Year 6 and moving on to Year 7. The school would sincerely like to thank all of the P&C members who have worked tirelessly to raise funds and support the school for such a long time. Particular thanks must go to Mrs Anita Munday who has been heavily involved in the P&C and will vacate the treasurer's chair at the AGM in March 2017. New parents who wish to join the P&C are more than welcome. P&C meetings take place at 2pm on the first Monday of every month in the library at school.

We look forward to the excitement that 2017 will bring. It will be the final year of our 2015–2017 School Plan and offers an opportunity for the school to forge ahead with professional learning for staff and the continued implementation of modern learning for our students. We will see the culmination of our efforts over the period of the School Plan and excitedly anticipate evaluating the results of our efforts.

School background

School vision statement

Bowen Public School believes in Growing through Learning. We aim to provide an inclusive educational environment that is focused on producing learners who are respectful, safe, confident, creative and equipped to be productive citizens in the 21st Century.

School context

Bowen Public School has approximately 190 students and serves a diverse population within a generally low socio-economic area in East Orange. The school is modern, well-resourced and receives generous funding through the Resource Allocation Model (RAM) to support student and staff learning.

The school implements a range of strong, research-based, academic programs to achieve positive student learning outcomes. The core values of the school are emphasised through the 'Positive Behaviour for Learning' program, which focuses on the school's expectations: We Are Learners, We Are Respectful and We Are Safe. Student Welfare practices are varied, promote a happy, safe learning environment and aid the development of resilient citizens who are responsible and tolerant of others. The school has further developed its Student Welfare Policy linking PBL and the school's reward system to support positive behaviour.

Forty percent of the school population identify as Aboriginal or Torres Strait Islander and four percent as multicultural. The school caters for a range of students with special learning needs through support classes, the successful integration of students with disabilities and the implementation of targeted student support programs.

The application of RAM funding enables a fundamental change in the nature of staffing for Bowen Public School. A team teaching model has been implemented in Stages 1 and 2 to foster collegial Professional Learning in the form of modelling best practice and modelling / mentoring teaching and learning strategies across the school.

Professional Learning in Literacy and Numeracy at Bowen Public School is further enhanced by the knowledge, support and direction of an Instructional Leader.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

In 2016, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016 our School Excellence Framework data showed that students at Bowen Public School consistently grow in their levels of achievement throughout their school careers with students enrolled in years 3 to 6 accelerating beyond state average growth. Bowen Public School students are sustaining and growing in the area of adding value to their current knowledge.

Since 2012 the school's attendance rate has climbed from an average of 88% to an average of 93.69% in 2016. This figure is well above that of similar schools and indicates that we are well on our way to achieving our target of 94% by the end of 2017.

This data points towards an effective culture of teaching and learning at Bowen Public School. Through self-assessment, it was identified that some systems for community involvement in developing the school plan and a greater community commitment to achieving school goals should be enhanced to further promote a culture of high expectations and engagement. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

21st Century Learning

Purpose

To build the capacity of all students to be critical and creative thinkers, able to access, collaborate, analyse, reflect upon, adapt and respond to their learning.

Overall summary of progress

Teaching and learning looks very different in Bowen Public School's classrooms today. Students are more engaged in lessons that use modern and up-to-date technologies to assist in delivering explicit lessons. These lessons are consistently collaborative in nature and offer opportunities for students to express creativity in their thinking. Students are required to think critically about their work and to solve problems using the strength of their communication with others and their innovation on the topic. Their work is increasingly being presented in electronic formats through a variety of programs and applications that are preparing them for high school and the years beyond.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in the 'hands on' technology time and explicit teaching provided to introduce, practise and refine the skills needed to be successful 21st Century learners.	Stage 3 is now well versed in the use of Chromebooks in their classrooms. Standards of use are embeded in classrooms and students use the technology as a natural and expected part of their learning. The Chromebooks are seen as a tool to be employed for learning and teaching and offer opportunity for collaboration and critical thinking.	\$11 760 IT support officer \$11 000 on devices and device storage
Increasingly, student work is creatively presented in a variety of electronic formats and enhanced through skill development.	Every student has access to their own portal and a place to save their work. Some student work has been shown through the use of a data projector during assemblies which indicates a change in the way work is presented. Students also use Smartboards and interactive touchscreen panels to present their work to the rest of the class whole others share their work though applications such as NearPod and google Apps.	\$3 000 teacher professional learning

Next Steps

The Chromebook program continues to be highly successful. Interest from staff and students indicate that the program is likely to be expanded into Stages 1 and 2 in the coming years. Further planning will be required to obtaining more devices and to absorb them into the current network. Work also needs to be done in promoting the Chromelinks project and the fact that parents are able to purchase the devices that their children have used, at a discounted rate at the conclusion of each year.

The school's computer lab which has served us well over the last 10 years is likely to play a lesser role in its current form as students now have greater access to individual devices. However, the 'lab' set up still provides an important function for some of our students so there would be some benefit in retaining it in some form. The intention is to move the computers into the library and enhance that space with an interactive display device, enabling classes to happen in that space and creating an information/learning hub.

Continued professional learning will be essential for the efficient implementation of our 21st century learning program. The Chromebooks are very capable devices and require teachers who are both prepared to sue them to their full capacity and who are able to deal with the administrative side and maintenance of the devices.

Strategic Direction 2

Resilience, Relationships and Engagement

Purpose

To build the social and emotional capacity of all students, enabling them to participate productively in school life and the wider community.

Overall summary of progress

Average attendance rates for 2016 were above 93% which is 1% beyond expectations. Processes and programs seem to be working in this area and the school seems well on-track to achieve 94% by the end of 2017.

PBL continues to perform effectively as the umbrella that guides school behavioural expectations. The PBL team meets weekly and communicates data and directions to staff who take lessons to teach to students in their classrooms.

A variety of other resilience, relationship building and engagement programs such as BroSpeak, Mentoring and Men's Shed have created opportunities for students to learn about themselves and how they relate to others in the school environment and have been important in developing social attitudes and expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% decrease in referrals to planning room.	The number of referrals to planning room has remained similar to rates from previous years. However, the overwhelming feeling is that the standards of behavioural expectations have been raised and that this has contributed to the number of referrals to the planning room.	\$1 300 teacher professional learning and achievement incentives
25% decrease in suspension rates.	Suspension rates have remained steady between 2014 and 2016. It should be noted that the majority of suspensions were incurred by a small number of students.	\$1 300 teacher professional learning
2% increase in overall attendance.	Average attendance rates in 2014 were 92% and the rate in 2016 was above 93% indicating that the school is well on its way to achieving the 2% increase target for 2017.	\$1 500 attendance encouragement and achievement awards/incentives

Next Steps

Bowen Public School's attendance is on track to achieve its target in 2017. The school will stick with its established processes for the duration of the plan. This involves weekly monitoring of attendance data, solid communication with parents around attendance and an encouragement/reward program for students who achieve defined attendance goals.

Students at Bowen Public School have demonstrated a general improvement in standards of behaviour over the past year and as they have done so, both their own expectations and those of their teachers have increased. As a result the number of referrals to planning room have remained steady as have the rates of suspensions. Due to the fluctuations in expectations, the school is looking into the reliability of the data and the possibility of finding a different measure of engagement.

Resilience and engagement programs are operating satisfactorily. The net step will be to rejuvenate these and add to them through the introduction of kids matter and SistaSpeak in 2017. Kids Matter will be the umbrella under which the school's relationship, resilience and engagement programs operate. It will ensure that every child has access to the tools needed to develop positive relationships, look after their emotional and mental well-being and remain engaged in their school and its community. SistaSpeak is the mirror program to BroSpeak and involves providing positive role models for female Aboriginal students. the program also teaches them about particular aspects of aboriginal culture and especially relates to the cultural heritage of aboriginal women and their roles in society.

Strategic Direction 3

Quality Systems within the School Setting

Purpose

To create efficient systems that support and optimise communication, student well-being and teaching and learning practices.

Overall summary of progress

Outstanding professional learning opportunities continue to be provided to our staff through our Instructional Leader, Numeracy Interventionist and external learning opportunities. The school has been able to maintain its unique Release from Face to Face teaching system to enhance collaboration between staff and plans are in place to improve communication to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents and school are informed about students' attendance and permissions in a timely manner.	This area of communication is gradually improving. there are still situations where, for reasons beyond the school's control, notes have to be sent home with only one or two day's notice before an event. however these occasions are becoming less frequent as staff become more aware of communication requirements.	School Stream Application \$1 130 Newsletters and permission notes \$2 500 New electronic school sign \$25 000
Increased parent attendance at school functions.	There has been a pleasing increase in parents attending assemblies and special functions. The school hall was at capacity for the Presentation Day assembly at the end of the year and for the Book Week character parade.	Awards, notes and advertising \$1 500
The successful completion of whole school scope and sequences.	The Mathematics Scope and Sequence is completed and currently under trial in classrooms. The Science Scope and Sequence is being completed and integrated with both history and Geography to provide a more comprehensive and manageable teaching outline.	Teacher release \$1250
Learning and well-being data will be readily available through Sentral and PLAN software.	SENTRAL is our main system for keeping track of learning and wellbeing data. it holds achievement information for years 3–6, a range of personalised learning plans and details about student behaviour that can be retrieved and used for reports and referrals.	Sentral access \$1 650

Next Steps

Modes of communication for parents will be greatly enhanced through the purchase and construction of electronic signage near the school gate. This was a request by the Parents and Citizens Association and planning for the sign is well underway. SchoolStream is a smartphone application that the school has identified to assist in communicating with parents. It will enable the school to publish newsletters, with the aim of going paperless in the future, disseminate information regarding upcoming events, canteen menus and pricing, permission notes and school contact information. It is anticipated that this new application will be ready for implementation in the new year.

School systems for communicating between staff will continue to be supported through the investment in Release From Face to Face time and staff that allows classroom teachers form each stage time to collaborate, prepare and assess their work together each fortnight. In addition, regular staff meetings, team meetings and use of SENTRAL to inform each other of school events and achievements will continue as will weekly opportunities for professional learning.

Further work needs to be undertaken on the development of Scope and Sequence and school policy documents. Time will be dedicated for these in 2017.

It is anticipated that better communication home to parents and the subsequent development of enhanced teacher/parent relationships will continue to encourage parents to become increasingly involved in school activities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	As Bowen Public School has a student population that is 47% Aboriginal, it was decided to combine this loading with funding attracted through low level adjustments for disability and socio-economic background to create a more powerful and useful resource. as a result, a Student Learning Support Officer (SLSO) was employed to work in each classroom. Each SLSO has been tasked with particular focus students in the room. The needs range from mild intellectual disabilities to students on the Autistic spectrum to students who require adjustments due to their culture/background or students who demonstrate social/emotional issues. Using the funding in this way has had a greater impact across the whole school, has assisted in creating engaging and supportive classroom environments and a calmer more productive atmosphere. Targeted students also have the assistance they require on tap and their learning is addressed at the point of need.	\$441 000
English language proficiency	Two students benefited from this loading and the resources went directly to the employment of a specialist EALD teacher to work with them, particularly on the development of their vocabulary, diction and reading comprehension.	\$16 000
Low level adjustment for disability	As well as assisting to provide assistance on a per classroom basis part of this funding was directed towards the provision of extra SLSOs to support students with greater needs and one-to-one support.	\$132 300
Socio-economic background	In addition to the benefits outlined above, this funding has contributed to the purchase of new technology that all students have been able to access. The training that was essential for the effective implementation of this technology was also funded from this funding stream.	\$20 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	81	91	114	132
Girls	87	84	98	96

Bowen Public School student enrollments have been steadily increasing since 2013. This has been due to a number of factors.

Changing dynamics within our local community. Many older residents are moving out and some younger families with children have moved in. Bowen Public School's reputation as a caring, family oriented and progressive school has been enhanced over the last few years through our communication strategy and a number of smaller cohorts have graduated from Year 6, replaced by larger Kindergarten cohorts enrolling each year.

At the end of 2016, Bowen Public School had a total student enrollment of 231. This has grown from 175 students in 2013 and represents a 24% increase in enrollments over the three years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	94.3	93	90.1
1	90.5	93.7	93.3	91.8
2	92.2	94.4	92.8	92.5
3	90.4	95.8	93.7	92.6
4	87.7	95	93.3	91.8
5	90.7	93.3	91.9	93.1
6	93.3	90.9	89.9	91.5
All Years	91.8	93.9	92.9	91.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Bowen Public School's attendance monitoring program continues to be successful and has resulted in a significant increase in attendance since 2012 where the average attendance was only 88%. Some students' attendance still suffers from the transient nature of their lives and this is an area where the school feels it can improve through the use of timely temporary enrollments at other schools.

The management of non-attendance adheres to departmental guidelines. Teachers attempt to make contact with the family if a child has been absent for two consecutive days. A letter is sent home if contact has been unsuccessful and if there is still no response, a referral is made to the Home school Liaison Officer for follow up. Student attendance is monitored each week by the Principal and actions are recommended to teachers for either further monitoring of attendance issues or contact to be made with families. Regular reminders also appear in newsletters that outline procedures for notifying the school if students are away and the impact that certain numbers of absences can have on a child's education.

Bowen Public School also operates a significant rewards program based on attendance. There is a weekly attendance shield, awarded to the class with the best overall attendance for the week. there are end of

term individual awards for students who demonstrate attendance equal to or above 94% which is the school target and a major annual reward for students with 100% attendance. In 2016, 6 students were awarded with a special 100% attendance award.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	10.74
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Counsellor	0.5
School Administration & Support Staff	6.42
Other Positions	4.38

*Full Time Equivalent

One Aboriginal Education Officer and one classroom teacher identified as Aboriginal staff members at Bowen Public School in 2016. The Aboriginal Education Officer assists in developing and maintaining connections with the local Aboriginal community and is also the President of the local Aboriginal Education consultative group (AECG). The Aboriginal Education Officer also provides cultural advice to staff and is responsible for the effective implementation of the BroSpeak program, in conjunction with assistance from another teaching staff member. It is anticipated, that with guidance and assistance from the Aboriginal Education officer, the school's Aboriginal programs will be expanded to include Sistaspak in 2017 to cater for targeted female Aboriginal students.

2016 also saw the completion of the school's first dedicated Aboriginal cultural space. This room houses some valuable Aboriginal artifacts, musical instruments such as didgeridoos and provides a culturally relevant and meaningful space for cultural awareness classes and the BroSpeak program to take place. The creation of this area would not have been possible without the wonderful efforts of the Aboriginal education Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Bowen ASR– Professional Learning and Teacher Accreditation

Professional learning (PL) at Bowen Public School in 2016 was designed and implemented based on the triangulation of current staff capacity, accreditation requirements and the learning needs of students ascertained through NAPLAN, PAT and PLAN data analysis. Five teachers were working towards proficient accreditation, with two of these attaining completion. Further PL directions were guided by individual Professional Development Plans and aligned with the current school plan. Formats for PL included: whole/part day sessions, staff/stage meetings, lesson observations and feedback and individual coaching sessions. PL comprised of registered, non-registered and unscheduled courses delivered by the instructional leader and outside agencies. They include:

Literacy

- Language, Learning and Literacy– L3K and Stage 1
- Using Reciprocal Reading to improve comprehension skills
- Effective use and analysis of running records
- Spelling in the K–6 Classroom
- The Explicit Teaching of Comprehension

Numeracy

- Understanding the Numeracy Continuum
- Targeted Early Numeracy Plus (TEN) K–6, including SLSOs
- Using the Mathematics syllabus in conjunction with the Numeracy Continuum to plan for effective teaching and learning
- Reciprocal Teaching in Numeracy

Data Analysis

- Analysing NAPLAN and PLAN data to drive teaching and learning

School performance

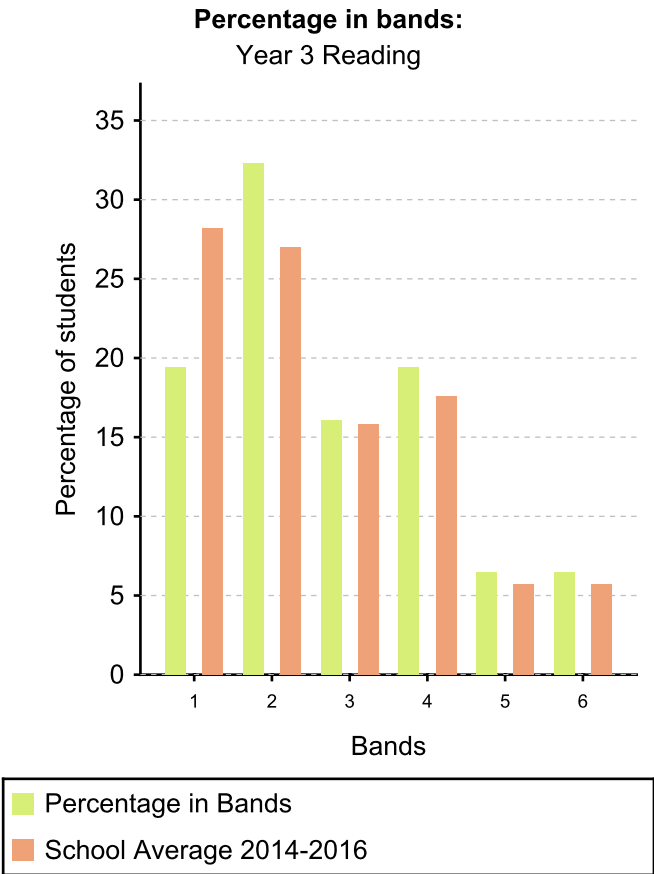
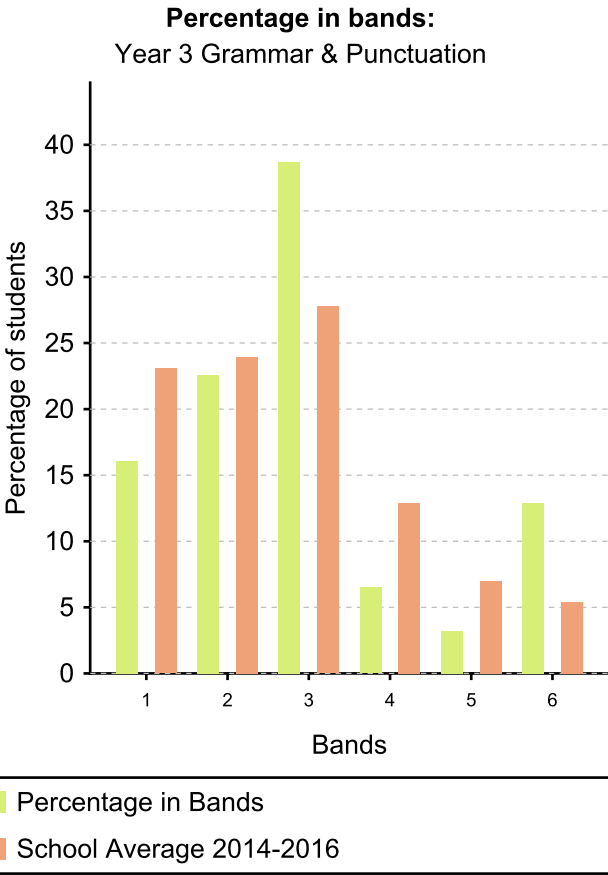
NAPLAN

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.

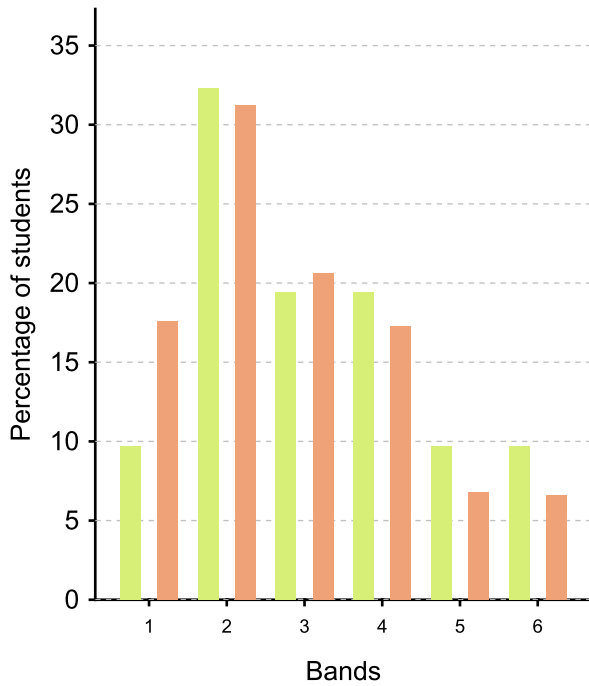
The 2016 NAPLAN Year 3 Reading results showed continued improvement. The trend data since 2013 shows a 45 point improvement in scaled scores. Very similar trends are evident in Spelling, Writing, Grammar and Punctuation. Data also shows that in Reading, less students achieved in the bottom two bands and more students achieved in the top two bands than in 2014. Again, the similar results have been achieved in both Writing and Spelling.

Year 5 trend data demonstrated our 2nd best results in the last 5 years for Writing and Spelling and our best results in the last 5 years for Grammar and Punctuation. Twice as many students achieved in the top two bands for Reading as compared to 2014 and the same results were evident in the middle two bands.

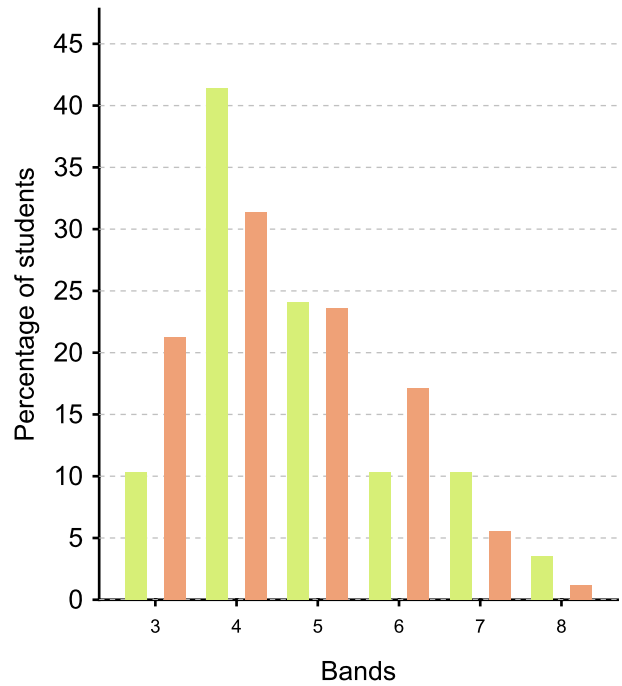
Individual student growth continues to be an area of excellence for Bowen Public School. The average growth in scaled scores for Reading across the state was 80.1 points as compared to that of students at Bowen 97.5 points. Even better results were achieved in Spelling where the average growth in scaled scores for the state were 77.6 points and for Bowen were 107.7 points. Similar patterns emerged in Grammar and Punctuation. The state score was 76.3 and the school score was 106.9 points. This indicates that Bowen Public School teachers understand their students, how to get the best from them and how they learn best in literacy.



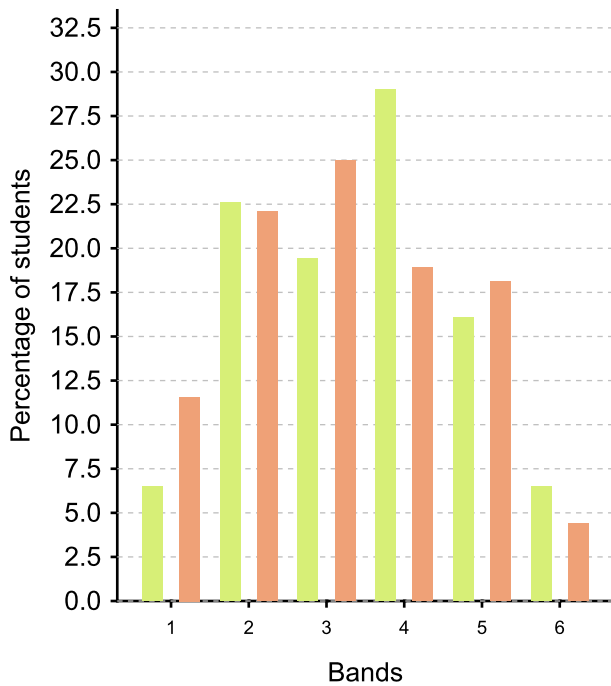
Percentage in bands:
Year 3 Spelling



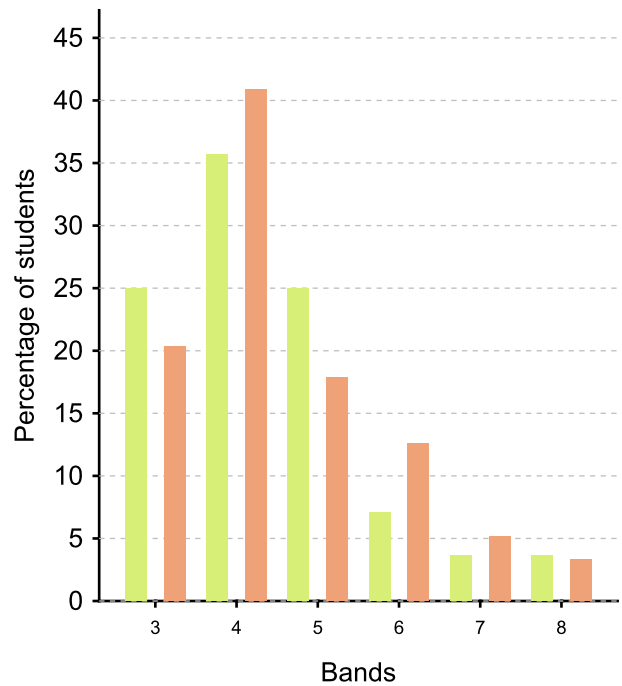
Percentage in bands:
Year 5 Grammar & Punctuation



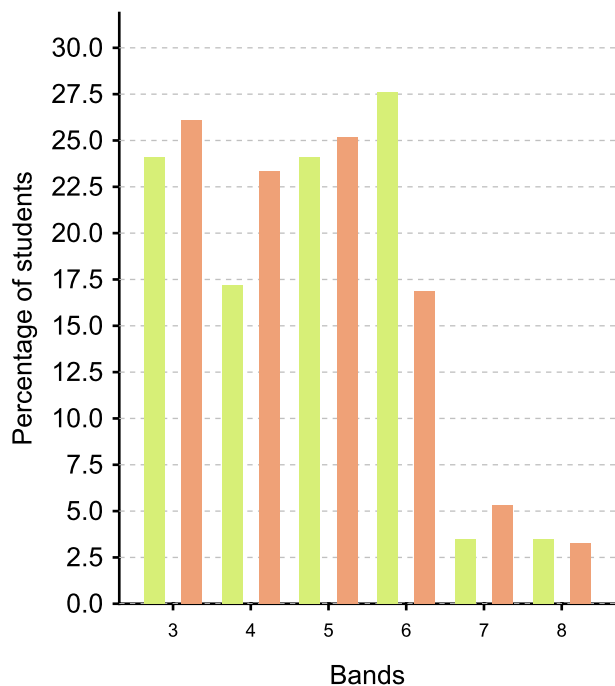
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

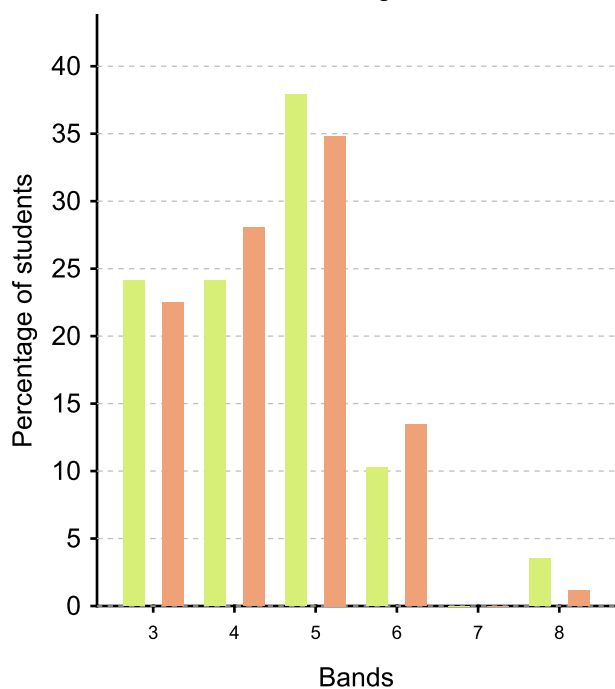


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



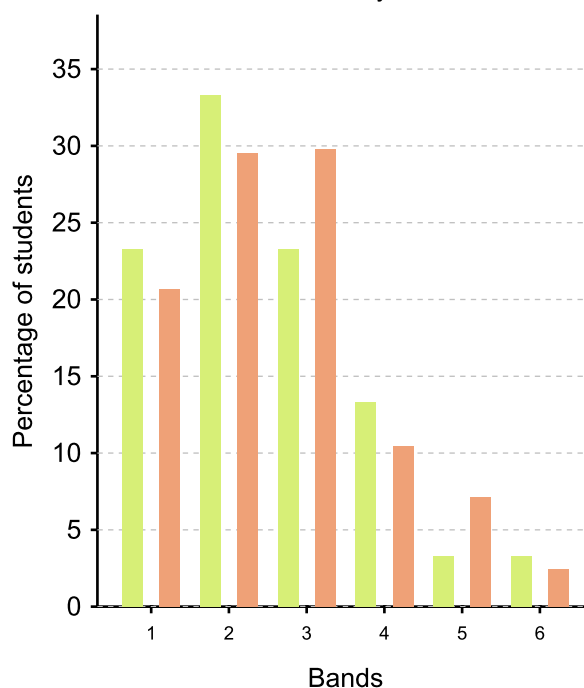
Percentage in Bands
School Average 2014-2016

Mathematics Building Blocks for Numeracy. These programs are designed to up-skill staff in teaching numeracy concepts and to provide students with appropriate instruction in Mathematics.

In Year 5, more students achieved in the top two bands than in the previous two years and the same was true of the bottom two bands. More students also appeared in the middle two bands as compared to the previous two years. Trend data for year 5 shows that Bowen Public school students have continued to improve their Numeracy scores since 2013. Approximately one quarter of Year 5 students at Bowen Public school achieved equal to or greater than expected growth in numeracy in 2016. There were only 7 scale score points difference between the state scaled score average and the school's scaled score average.

Students who had moved through to Year 7 however surpassed the state scaled score average with 65.7 points as compared to 58.9 points for the state and over 60% of Bowen Public school graduates to Year 7 achieved equal to or greater than expected growth.

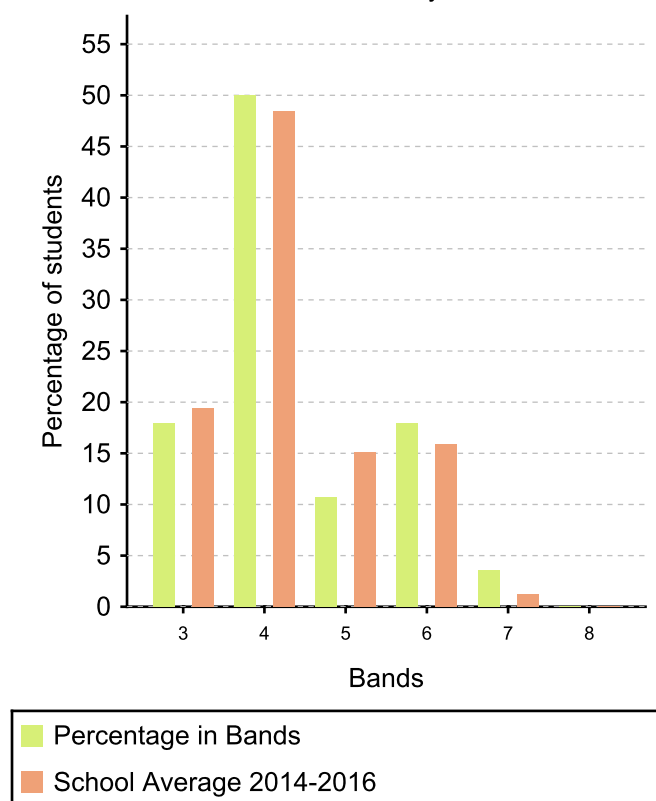
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The number of Year 3 students achieving in the top two bands for Numeracy has remained relatively steady over the past 3 years and the number of students achieving in the bottom two bands has gradually increased over the same period. 2017 will see the introduction of two significant professional learning programs for teachers and Student Learning Support Officers; Teaching Early Numeracy (TEN) and

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The New South Wales Premier's Priority, 'Improving education results; Increase the proportion of NSW students in the top two NAPLAN Bands by eight percent' has been addressed at Bowen Public School. 100% more of our students achieved in the top two NAPLAN bands in Numeracy in 2016. Writing in Year 5 also showed a 100% improvement in students achieving in the top two NAPLAN bands and Grammar and Punctuation saw a 400% improvement for the same year group. Year 3 saw a 120% improvement in students achieving in the top two bands in NAPLAN Spelling and a 400% improvement in Grammar and Punctuation.

The state priority to Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30% is well on track at Bowen Public School. In 2016, 33.4% of Year 3 Aboriginal Students achieved in the top two bands in Reading as compared to 0% in the previous two years. The same level of achievement was evident for Writing and 33.3% achieved in the top two bands in Spelling. In Year 5, 14.2% of Aboriginal students achieved in the top two bands for Reading, Grammar and Punctuation. 7.1% achieved in the top two bands in Numeracy, however that is a marked increase on the previous two years.

Trend data for Aboriginal student demonstrates a generally upward trajectory since 2012 in both Literacy and Numeracy.

Parent/caregiver, student, teacher satisfaction

Towards the end of 2016, students were asked to complete a survey on how they felt about various aspects of school life. The results of this survey assists the school to make decisions about how to improve different areas of the educational setting. Given the relatively small number of students in Year 6, some of the percentages are heavily affected. Taking this into account, the results generally reflect student satisfaction in line with or near to average results indicated in schools across the state. Some areas for improvement however, include developing stronger relationships between students, creating a sense of belonging and students recognising positive behaviour.

Students play sports with an instructor at school, other than in a gym class. 83% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%.

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee. 58% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 55%.

Students feel accepted and valued by their peers and by others at their school. 70% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.

Students have friends at school they can trust and who encourage them to make positive choices. In this school, 68% of students had positive relationships. The NSW Govt norm for these years is 85%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 92% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour. In this school, 65% of students had positive behaviour. The NSW Govt norm for these years is 83%.

Students are interested and motivated in their learning. 78% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.

Students try hard to succeed in their learning. 85% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 8.2 out of 10. The NSW Govt norm for these years is 7.9.

Policy requirements

Aboriginal education

In 2016, Aboriginal children received funding support through the Resource Allocation Model (RAM). Through this funding we continued to provide early years support for children in Kindergarten and Year 1. These students received additional support whilst undertaking the L3 (Language, Learning and Literacy) program, sight word program and Minin-Lit and MultiLit interventions in their classrooms.

All Aboriginal students have a Personalised Learning Plan (PLP) which is developed in consultation with the student, parents/carers and classroom teachers, to identify opportunities for individualised learning and to set and maintain mutual goals for the students. The plans are reviewed throughout the year.

Teaching and learning programs have Aboriginal perspectives embedded and culturally responsive learning units are developed to educate all students about Aboriginal Australia. Our Cultural room was established in 2016. It contains a number of Aboriginal artifacts, musical instruments and provides a culturally relevant environment for students to learn about Aboriginal history and culture.

Some funding also went towards the employment of Student Learning Support Officers (SLSOs) for a number of classrooms with significant Aboriginal student populations. The SLSOs provide targeted guidance and support, particularly for Aboriginal students and have been able to implement a range of intensive, small group Literacy and Numeracy programs to Bowen students.

Multicultural and anti-racism education

Multicultural perspectives have been embedded into our learning programs with the purchase of high quality multicultural resources embedded in high quality teaching practices. Literature based on cultures outside of Australia and focused learning about Asian cultures has increased through our commitment towards inclusive education.

Bowen Public school employed a specialist English as a Second Language (ESL) teacher for one day each week to support the small number of students who attend Bowen Public School but have recently arrived from overseas or who have a language background other than English. English as a Second Language lessons are one to one and heavily focused on developing vocabulary, correct sentence structure and comprehending written text. Each lesson is tailored to the requirements of individual students.

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 8.5 out of 10. The NSW Govt norm for these years is 8.2.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 7.9 out of 10. The NSW Govt norm for these years is 7.7.

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher-Student Relations were rated 8.8 out of 10. The NSW Govt norm for these years is 8.4.

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. In this school, students rated Disciplinary Climate of the Classroom 7.6 out of 10. The NSW Govt norm for these years is 7.2.

The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.6 out of 10. The NSW Govt norm for these years is 8.7.