

# Bowen Public School

## Annual Report



2017



4538

## Introduction

The Annual Report for 2017 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.

Rob McPherson

Principal

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## 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 245 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-Seven 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, 2 and 3 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.

This year, 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.

Bowen Public School has a very well developed Learning Culture as defined by the School Excellence Framework. There is a school-wide, collective responsibility for student learning and success with high levels of student and staff engagement. The school is looking to improve levels of community engagement in learning and has a strong base on which to build that engagement. Positive and respectful relationships with the broader community underpin Bowen's productive learning environment and supports students' development as learners.

The school's collective wellbeing is measurably enhanced by a comprehensive and inclusive framework that supports the cognitive, emotional, social, physical and spiritual wellbeing of students. Individual learning is supported by effective use of school, system and community expertise and resources through contextual decision-making and planning. The school aims to build the capacity of students to show care for themselves and others and positively contribute to the wider community through the construction of positive relationships.

Bowen Public School provides a significant number of extra-curricular learning opportunities that support student development and are aligned with the school's values, vision and priorities. The regular curriculum and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms. Active school and community partnerships work hand in hand to ensure continuity of learning for all students.

Assessment data is used to identify and monitor achievement gaps in student learning and to inform planning for future learning on a group and individual basis. The evaluation and reporting of this data underpins the whole-school assessment strategy. This strategy has aligned staff processes and school systems for collecting, analysing and reporting student performance data. A future direction for Bowen's assessment and reporting strategy is for students to regularly reflect on their learning and to better engage parents so that they have a greater understanding of what their children are learning and can better support them to progress to the next level.

Bowen Public School continues to achieve excellent value added results in student learning. As an example, Bowen's average scaled score growth between Years 3 and 5 in Reading in 2017 NAPLAN testing was 106.6 points as compared to 78.2 points for the state. In addition, all of our students perform equitably with no clear distinction between equity groups. The school recognises that the next step is to increase the number of students achieving in the top two performance bands.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their teaching practices. They regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. Classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively and with minimal disruption. A clear direction for enhancing classroom practice at Bowen is to develop the capacity of teachers across the school to provide explicit, specific and timely formative feedback to students on how to improve their learning.

Data analysis is incorporated into planning for learning and teachers use data on a regular basis to monitor the effectiveness of their teaching. Learning data is used to inform the school plan and improvement efforts, developing the capacity of staff to contribute to the development of strategic directions and the increase in school performance levels. Teachers collaborate within and across stages to ensure consistency of curriculum delivery and analysis of assessment data. Mentoring and coaching support is provided and available for teachers and provides on-going professional development. The school will formalise opportunities for classroom observation practices, modelling and effective feedback in order to drive school-wide improvement in teaching practice and student outcomes, in the next iteration of the school plan.

Bowen Public School evaluates professional learning activities to identify and promote the most effective teaching strategies. The staff draw on and implement evidence-based research to improve their performance and are actively engaged in planning their own professional development. They also share expertise and have very high levels of contemporary knowledge and teaching practices.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. The school community is increasingly committed to the school's strategic directions to achieve educational priorities although there is some ground to be made in this area.

The school plan is designed to deliver ongoing improvements in student outcomes through innovative thinking and evidenced-based strategy. Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation. The leadership team will focus on building staff and community capacity to contribute to the development of the 2018–2020 school plan.

Administrative practices will be streamlined in order to deliver services and information about the school's functioning to promote ongoing school improvement and strengthen parental engagement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

2017 was the culminating year of our 2015–2017 school plan. Our aim in this strategic direction was to develop the capacity of students to be critical and creative thinkers who are able to access, analyse, reflect upon, adapt and respond to their learning. Technology was chosen as the vehicle through which these goals would be achieved.

Bowen Public School began this school plan with a limited amount of technology in the school. On offer was a computer lab with twenty-four desktop computers and one dozen dated laptops to service the entire student population. Through significant investment and a partnership with our local high school, Bowen now provides a 'Chromebook' computer for every student in Years 3–6 and over 40 i-pads for use throughout the infants and support classes. These devices have been accompanied by extensive professional learning for staff in maintenance of the devices, pedagogy (how to use the devices as a teaching tool) and in researching programs that provide opportunities for excellent student learning growth through the use of technology in the classroom. Bowen staff accessed expertise from The Canobolas Rural Technology High School and other schools within the 'pre2' learning community to develop their own skills and to enhance the implementation of programs and pedagogy in their classrooms.

Bowen Public School students now have the tools with which they can increase the pace of their learning. They are increasingly able to demonstrate critical and creative thinking through the production of their work and share this with each other and their teachers through the use of shared platforms such as 'Google Docs' and 'See Saw'. Students research and collaborate using the interactive opportunities provided by individual and group access to the internet and can reflect on their learning through activities designed by their teachers using applications such as 'Kahoot'. Stage 2 and 3 students have almost constant access to technology and the skills to be able to employ their devices appropriately. They increasingly present their work through creative technological mediums and critically analyse their work and the work of others. Bowen students are also able to take their 'Chromebook' with them to high school to support their transition from Year 6 to Year 7.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$75000 over three years	The success of the program in school has been outstanding with students becoming increasingly digitally literate and better able to employ the technology as a learning tool. However, the option to purchase the devices was only taken up in a limited capacity by parents.
Increasingly, student work is creatively presented in a variety of electronic formats and enhanced through skill development.	\$5500 spent on professional learning to assist this process over three years.	Stage 2 and 3 students increasingly present their work in electronic formats and or multi-modal formats that include combinations of speech, handwritten work, illustrations and video technology.

#### Next Steps

The technological world is ever evolving and our students must grow and change with it. The Bowen Public School 2018–2020 school plan will focus on Literacy and Numeracy learning through the use of technology. Professional Learning will build the capacity of staff to think creatively and critically, work collaboratively, analyse, reflect upon, adapt and respond to their work. These skills will be important features of the next iteration of the school plan and staff will explicitly teach these to students as a vehicle for achieving their stage outcomes.

Students will show increased ability to employ a variety of software applications to assist them in working in the style expected in modern work-places. They will learn and grow together through opportunities designed to encourage

teamwork, resilience and the acquisition of contemporary learning skills.

Technology will be used across the curriculum to engage students in their learning and to work towards every student achieving a minimum of one year's growth for each year of learning they undertake. Accelerated individual student advancement along the Literacy and Numeracy progressions will be a significant measure of how Bowen Public School staff and students are progressing in this area.



## 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

Relationships, Resilience and Engagement are considered to be extremely important areas of development for Bowen students. The school has worked extremely hard on improving the rate of attendance for its students. The Principal closely monitors individual student attendance data and alerts classroom teachers to potential issues. Classroom teachers contact parents regularly to better understand how they can help improve a student's attendance and a number of incentives and reward schemes designed to enhance student attendance figures have been implemented.

To assist in encouraging students to arrive at school on time and to reduce the amount of learning time missed due to late arrivals, Bowen implemented a whole school fitness program each morning from 9am to 9:20am. This allowed all students greater opportunity to access the beginning of their literacy lessons which has been important in students developing and maintaining understanding of learning expectations in the classroom.

Over the period of the 2015–2017 school plan, Bowen has increased the attendance rate of its students from 90.49% to 91.01%, an average growth of approximately 0.52% in total. In addition, 12 students demonstrated 100% attendance in 2017, a 100% increase from 6 in 2016, 1 in 2015 and 6 in 2014. 90.5% of Bowen students attended for greater than 80% of the school year in 2017 as compared to 90% in 2014.

Bowen worked in partnership with a number of community organisations in order to build relationships between students, between students and staff and between students and the community. The local IGA supermarket began providing breakfast on four days each week to our students through our school canteen in 2016 and this program successfully continued throughout 2017. The contributions that IGA have made to our students through their time, effort, breakfasts and mentorship are highly valued by our whole school community and have made a real difference to students in their day to day lives. Our students are better prepared for the day ahead, have learned to employ their manners and engage in their work more readily as a result of the upbeat and healthy interactions that they experience each morning.

Another two programs that have been successful, both run by the Mountain Hope Church, have been the cafe style 'Breakfast Club' and the 'Mentoring' program. Through the Breakfast Club and Mentoring, students have had opportunities to interact with an adult who acts as a sounding board and 'wise friend'. This type of interaction has been important as the adults are able to support students without being in a position of authority, making for more relaxed conversations that often lead to positive actions in the classroom and playground.

The Bowen Public School Men's Shed has added to the development of relationships with a different sector of the community. Through working in the Men's Shed, boys have developed their resilience. They learnt to deal with making errors during their woodworking and how errors can be 'fixable'. They learned cooperative skills through sharing tools and listening to their instructors. The boys have learned to demonstrate respect for their elders and to value the contributions they make to society.

The Positive Behaviour for Learning (PBL) program became better focused in 2017. There was an increased emphasis on the use of data to analyse and determine areas for improvement. As a result, staff were better able to target and teach appropriate behaviours in specific situations, preparing students for their entry into a variety of contexts rather than having to remediate the behaviour after the event.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25% decrease in referrals to planning room.	\$2000 over three years on resources to support restorative and remedial conversations in the planning room. \$100 000 in the employment of SLSOs in each classroom. To	The data to support this improvement measure was skewed because as student behaviour improved, the expected standard of behaviour also rose. This meant that referrals to planning room remained at a relatively constant level while the behaviours became less severe.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25% decrease in referrals to planning room.	support the social/emotional development of targeted students.	The data to support this improvement measure was skewed because as student behaviour improved, the expected standard of behaviour also rose. This meant that referrals to planning room remained at a relatively constant level while the behaviours became less severe.
25% decrease in suspension rates.	\$100 000 in the employment of SLSOs in each classroom. To support the social/emotional development of targeted students.	The data to support this improvement measure was skewed because the expected standard of behaviour also rose. This meant that as the school set high expectations for its students, there was a spike in the suspension rate throughout 2017.
2% increase in overall attendance.	\$4500 over the past three years went directly to supporting attendance reward programs. Further financial support went towards the employment of an SLSO for a short time each week to support the organisation and implementation of attendance programs.	Bowen's average attendance rate for the three years 2015–2017 was 91.04%, an increase from our average of the previous three years of 90.10%. This is a 0.94% average increase over the three years.

## Next Steps

Much of the work that Bowen Public School completed throughout the 2015–2017 School Plan has become an important aspect of day to day operations that support our students to function productively and positively in the school environment.. The school will look to increase the capacity of students to manage happily, safely and positively for the duration of the 2018–2020 school plan. Nurturing positive relationships with and between students which are safe, respectful and supportive is deemed key to engaging students productively at school. Achieving outstanding personal growth through lessons and activities which challenge students is as important as the achievement of academic growth.

Working with students and families through new methods of attendance monitoring will form part of the school's strategy to increase student engagement in learning. Supporting the development of Sista–Speak and working closely with Orange City Council will ensure a more coordinated approach.



## 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

Bowen Public School recognised that communication with its community was an area in which improvement was necessary. Throughout the 2015–2017 school plan years, the school has made significant progress and changes in the ways that communication occurs. In 2017 the school, with contributions from the Parents and Citizens Association, purchased an electronic sign to assist the school to promote events important to the school community and to provide a messaging platform where parents can see the great work being done by their children. Bowen also purchased and promoted the use of the 'SchoolStream' application. Through this application, parents have two way access to the school. They can contribute feedback, provide student absence information, find out important information, read permission notes and newsletters and see what students have been doing in class. 'SchoolStream' has enhanced communication between parents and the school and is now one of the most important communication tools the school owns.

Communication improvements have been accompanied by a gentle 're-branding' of the school to enhance its standing and reputation in the wider community. The flow on effect from this has been that Bowen students are no longer pre-judged when they graduate to high school or attend an event. The school and its students have a growing reputation as respectful and safe learners with great teachers who achieve positive learning outcomes for their pupils.

Professional Learning featured heavily in Bowen's practice throughout 2017. All Kindergarten to Year 2 staff have been involved in Language Learning and Literacy (L3) professional learning throughout the duration of the school plan but especially in 2017 with a number of new staff coming on board. The L3 pedagogy has had a marked effect on the learning of our students and the results are evidenced in our year 3 NAPLAN results across the last three years, especially in Reading.

All staff have been involved in studying the application of Teaching Early Numeracy (TEN). The TEN program has been applied across the school in an effort to enhance mental computation skills for all of our students. This has also involved targeted students receiving intensive Numeracy instruction from the Numeracy Interventionist. Teachers now feel more confident in guiding their students through Numeracy learning and have had the opportunity to learn and program together, resulting in better, more consistent outcomes for students.

The school did not progress as far as it would have liked in the development of new scope and sequence documents related to the suite of new syllabuses. Whilst some were drafted not all were finalised and some were not started. This remains a focus in the 2018–2020 school plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents and school are informed about students' attendance and permissions in a timely manner.	\$18000 new electronic sign. The remainder of funds for this project were donated by the schools P&C.  \$4800 the purchase of the School Steam Application	Parents are becoming more aware of school events and are better able to access school information via a revamped website, the school's new electronic sign and the School Stream app. Parent surveys indicate greater parent satisfaction with the way the school communicates information.
Increased parent attendance at school functions.	Part of the \$4800 for the purchase of the School Stream app applies to this improvement measure.	This area has been particularly successful. Our whole school performance in 2017 played to two packed houses with an estimated 600 audience members. The P&C has grown from a very small band of parents to twice it's previous size and functions smoothly. The inclusion of class items at school assemblies and the implementation of phone calls home to celebrate student achievement

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent attendance at school functions.		has also assisted in increasing parent engagement.
The successful completion of whole school scope and sequences.	\$3000 for teacher release	Key Learning Area leadership teams were developed and a number of scope and sequence documents have been drafted to assist teachers in ensuring that the entire curriculum is covered over a student's learning career. This was particularly important in light of a number of new syllabuses being released to schools in the past three years.
Learning and well-being data will be readily available through Sentral and PLAN software.	\$1400 for professional learning	This has been greatly improved for the school over the last three years. Teachers are more confident in the application of the software and have developed consistency in the way that data is reported and stored.

## Next Steps

The school will continue to place emphasis on electronic forms of communication with both staff and parents. The current practices are working and receive positive feedback so embedding these will be a priority. Communication with the community will be further enhanced through a review of reporting structures and processes over the next three years. The SENTRAL team will be instrumental in assisting the school to effectively transfer information from data collected to a format suitable to communicate to parents. The school will also develop systems to transfer appropriate data between staff effectively.

Whilst some of the documents that staff need to plan and program effectively have been drafted, further review and work is required to cement understanding of their operation and to finalise agreement of the content. The 2018–2020 School Plan will further address this area and time will be dedicated for whole staff activities aimed at completing these tasks for all Key Learning areas.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$202 537	As Bowen Public School has a student population that is 47% indigenous, the Aboriginal background loading funding was combined with funding attracted from low level adjustments for disability and socio-economic funding to employ an SLSO to work in each classroom. SLSOs received specific professional learning from the schools Instructional Leader in order to cater for a variety of targeted Aboriginal students in both Literacy and Numeracy. Using the funding in this way has allowed teachers to provided specific learning opportunities for all students based on the analysis of current data as they continue to work towards moving students from the bottom two NAPLAN bands to
<b>English language proficiency</b>	\$1644	This loading led to the employment of a specialist ESL teacher to provide specific English language lessons for two students. This was enhanced through some of our Low SES funding.
<b>Low level adjustment for disability</b>	\$123 264	As well as being used to fund an SLSO for each classroom, part of this funding was directed towards the employment of extra SLSOs to support students with greater needs or those requiring one-to-one support. It also provided professional learning opportunities for teachers in the Support unit.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$19 299	This funding was used to release all executive to work with their stage teams. This allowed staff to collaboratively plan, analyse student data and observe others in the classroom to enhance teacher quality.
<b>Socio-economic background</b>	\$413 802	In addition to the benefits outlined above, this funding has contributed to providing a variety of programs to targeted students, e.g. MiniLit, MultiLit, L2 and Reading Recovery. This funding has also provided opportunities for a number of staff to attend a variety of Positive Behaviour for Learning (PBL) professional learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	91	114	132	131
Girls	84	98	96	105

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	93	90.1	92.9
1	93.7	93.3	91.8	91.4
2	94.4	92.8	92.5	93.9
3	95.8	93.7	92.6	94
4	95	93.3	91.8	94.2
5	93.3	91.9	93.1	92.2
6	90.9	89.9	91.5	90.3
All Years	93.9	92.9	91.9	92.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Bowen Public School has a strong attendance improvement plan for those students requiring intervention.

Families are phoned by the class teacher if a student has had two consecutive days absent without explanation. If contact with the home can not be made, the class teacher sends a short note home with the dates absent on it and space for a short written explanation that can be returned to the school. Should the school not receive an explanation, a formal letter is then posted home again asking the parent to contact the school regarding the student's absences. If absences persist, the school make contact with the Home/School Liaison Officer who provides advice to

the school regarding the implementation of an Attendance Improvement Plan (AIP). If student absences persist, the HSLO then contacts the family to provide support for students and families who may require assistance beyond that which the school can alone provide.

Students are encouraged to attend school through award initiatives each term. As 94% attendance is our school target and brings us in line with State figures, every student who achieves this mark receives an attendance reward at the end of each term. There are special awards and activities for those students who attain a 100% attendance rate for the year and at the end of each term.

The class with the best percentage attendance rate each week is also awarded a special Class Attendance Shield at the whole school assembly each Friday.

Bowen Public School's rate of attendance has held relatively steady for the duration of the 2015–2017 School Plan. While the figures fall just short of the State figures, they are an improvement of the figures leading up to 2013 where our rate of attendance was below 90%. This would indicate that our plans to increase the rate of attendance have had a positive effect and that it has been maintained over the past three to four years. In interesting note is that the figures were heavily influenced by a small number of students

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	15.23
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.42
Other Positions	0

\*Full Time Equivalent

One Aboriginal Education Officer and two classroom teachers identified as Aboriginal staff members at Bowen Public School in 2017. 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. With guidance and assistance from the Aboriginal Education officer, the school's Aboriginal programs were expanded to include Sistaspeak in 2017 and catered for targeted female Aboriginal students. This program has been very popular amongst our female Aboriginal students and will continue throughout 2018. Some students involved in both BroSpeak and SistaSpeak are also involved in a program run through Orange City Council called Bounceback. This program gives students exposure to a variety of life skills such as swimming and cooking, and access to the program is closely linked with positive behaviour and engagement at school.

2017 also saw the school's first dedicated Aboriginal cultural space put to use. 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.

### 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's Professional Learning and Teacher Accreditation

Professional learning (PL) at Bowen Public School in 2017 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 achieved accreditation at proficient teaching standard. Further Professional Learning directions were guided by individual Professional Development Plans and aligned with the current school plan. Formats for Professional Learning included: whole/part day sessions, staff/stage meetings, lesson observations and feedback and individual coaching sessions. Professional Learning comprised of registered, non-registered and

unscheduled courses delivered by the instructional leader, the executive team, members of staff 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

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

2017 saw some significant expenditure on a new playing surface for students on the school playground. The existing basketball court was refurbished, providing a more user-friendly surface and markings for a variety of games other than basketball. The new playing surface on the main playground provides a running track and Futsal space that can also be used for touch football and modified games. It provides a better all-weather option and has some softer fall characteristics than the hardened soil that it has replaced. The total cost for the completed project was \$260 000.

Significant amounts of money were budgeted to allow for professional learning and the school's involvement in the L3 program. Some of this money remained unspent as casual staff were unable to be obtained on occasions and existing classes were split among the remaining classes in the school.

Bowen Public School transitioned to a new financial operating system in 2017 (SAP/SALM). This required substantial time spent in professional learning sessions

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>762,994</b>
Global funds	227,940
Tied funds	883,908
School & community sources	56,469
Interest	8,560
Trust receipts	2,050
Canteen	0
<b>Total Receipts</b>	<b>1,178,926</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,846
Excursions	12,725
Extracurricular dissections	66,815
Library	3,225
Training & Development	0
Tied Funds Payments	921,586
Short Term Relief	30,224
Administration & Office	74,464
Canteen Payments	0
Utilities	28,855
Maintenance	44,911
Trust Payments	1,795
Capital Programs	48,325
<b>Total Payments</b>	<b>1,245,770</b>
<b>Balance carried forward</b>	<b>696,150</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>763,374</b>
Appropriation	700,290
Sale of Goods and Services	688
Grants and Contributions	62,110
Gain and Loss	0
Other Revenue	0
Investment Income	286
<b>Expenses</b>	<b>-435,549</b>
Recurrent Expenses	-435,549
Employee Related	-289,267
Operating Expenses	-146,281
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>327,826</b>
<b>Balance Carried Forward</b>	<b>327,826</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.



## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,785,087
Base Per Capita	37,736
Base Location	2,315
Other Base	1,745,036
<b>Equity Total</b>	741,247
Equity Aboriginal	202,537
Equity Socio economic	413,802
Equity Language	1,644
Equity Disability	123,264
<b>Targeted Total</b>	683,771
<b>Other Total</b>	1,060,819
<b>Grand Total</b>	4,270,925

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

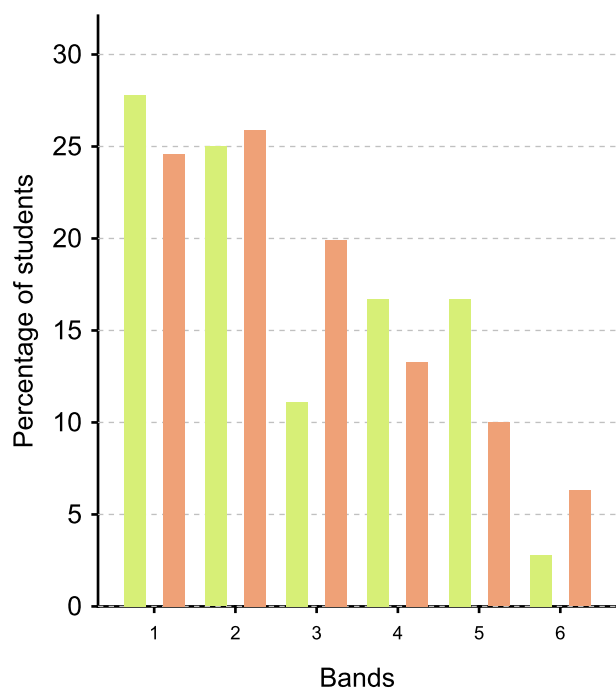
In the National Assessment Program Literacy and Numeracy (NAPLAN), the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2017 NAPLAN Year 3 trend data demonstrated our best results in the last 5 years for Reading, Writing and Spelling. The trend data since 2015 in Writing shows a 31 point improvement in scaled scores. Very similar trends are evident in Reading, Spelling, Grammar and Punctuation. Data also shows that in Writing 0% of students were in the bottom band in 2017 and twice as many students achieved in bands 3 and 4 than in 2015— movement from the bottom 2 bands. Again, the growth has been achieved in Reading with 11% less students in bands 1 and 2 than in 2015 and 16% growth in bands 3 and 4.

Year 5 Spelling results showed continued improvement. Trend data demonstrates a 20 point growth in scaled scores since 2015 and growth in Writing over the same period. In the past year Reading has shown a 17 point improvement in trend data. NAPLAN data also demonstrates twice as many students achieved in the top two bands in Reading since 2016.

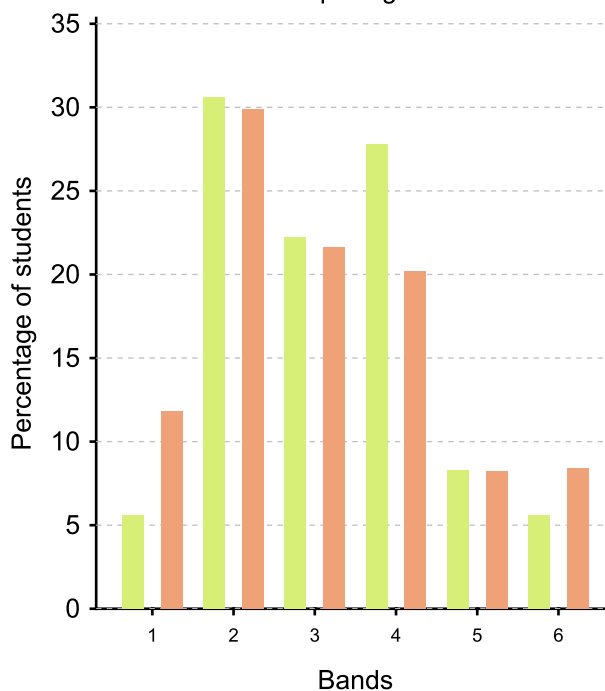
Individual student growth continues to be an area of excellence for Bowen Public School. The average growth in scaled scores for Writing across the state was 55.1 points, compared to 70.6 points for students at Bowen. Even better results were achieved in Reading where the average growth in scales scores for the state was 78.2 points as compared to that of students at Bowen 106.6 points. Spelling continued to show growth where the average growth for the state were 89.6 points and for Bowen 107.0 points. Similar patterns emerged in Grammar and Punctuation. The state score was 66.6 and the school score was 92.5 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 Grammar & Punctuation



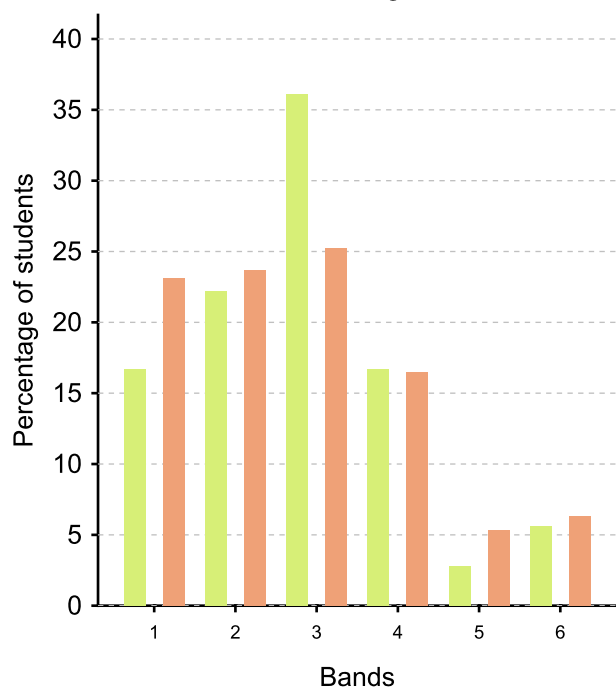
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



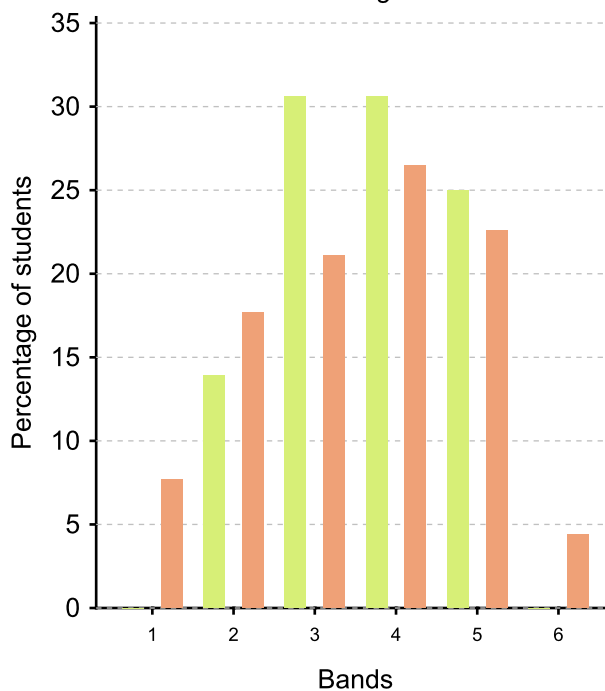
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



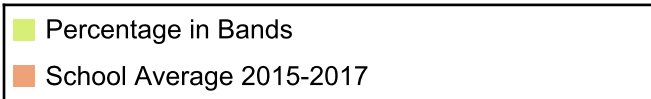
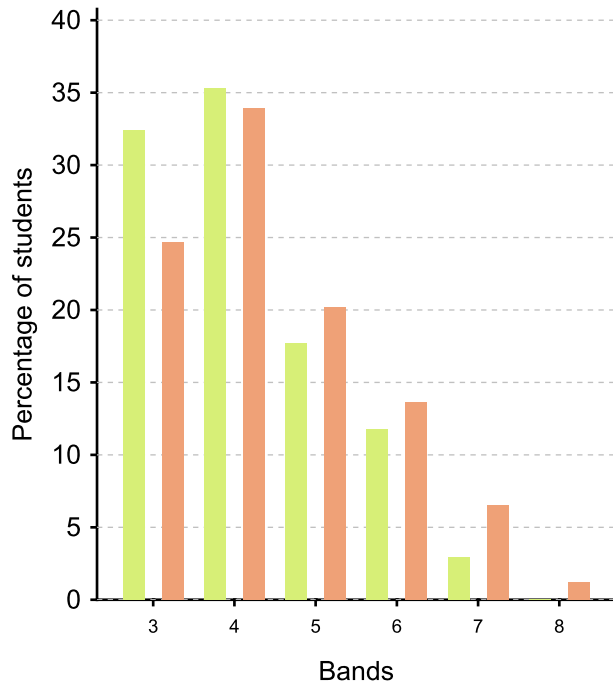
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

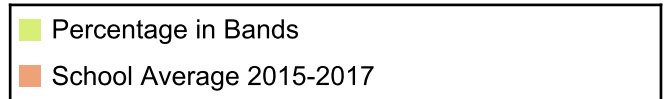
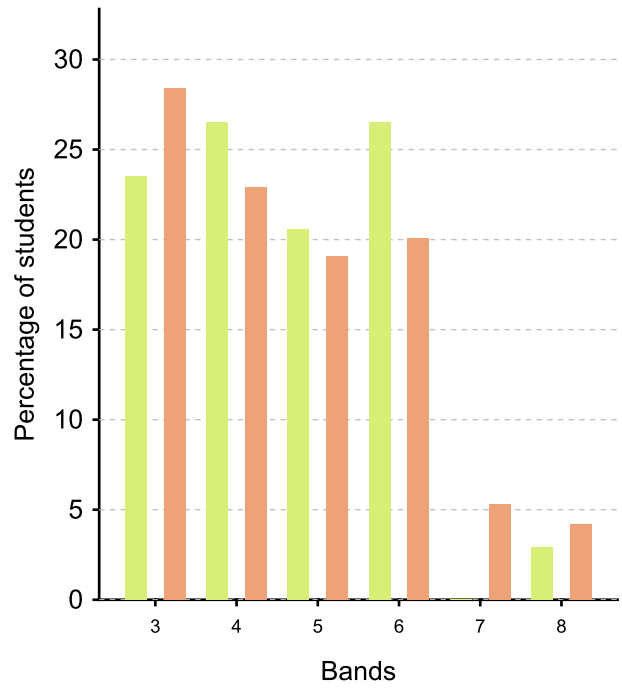


Percentage in Bands  
School Average 2015-2017

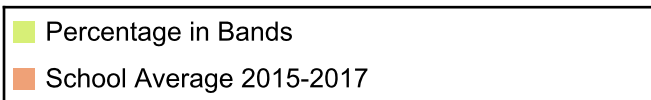
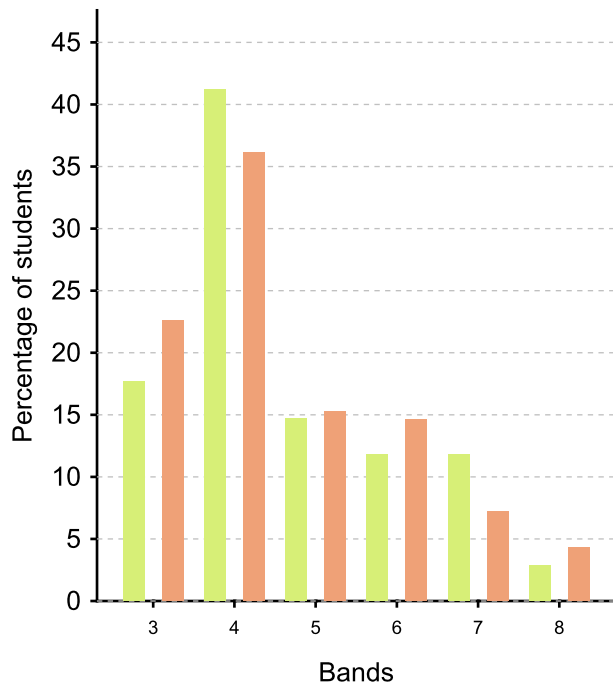
**Percentage in bands:**  
Year 5 Grammar & Punctuation



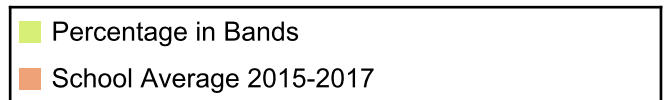
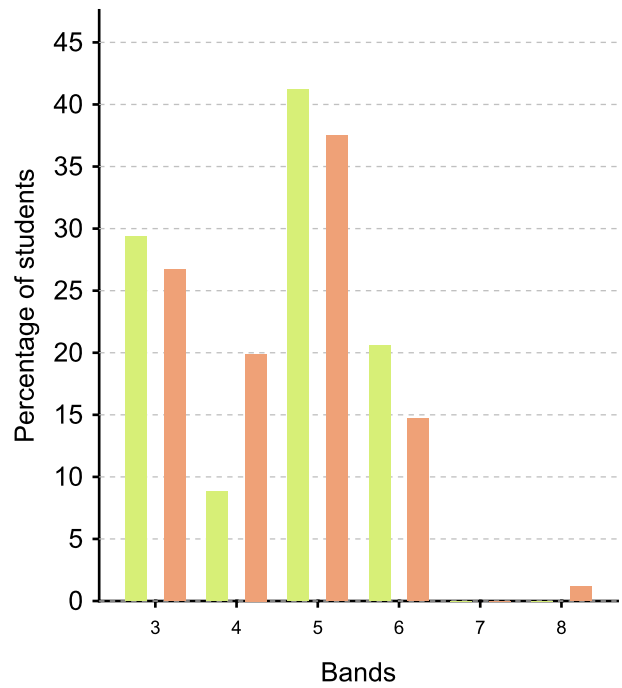
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

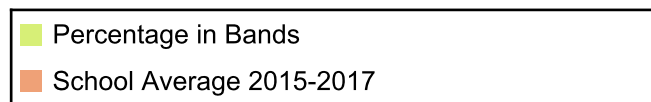
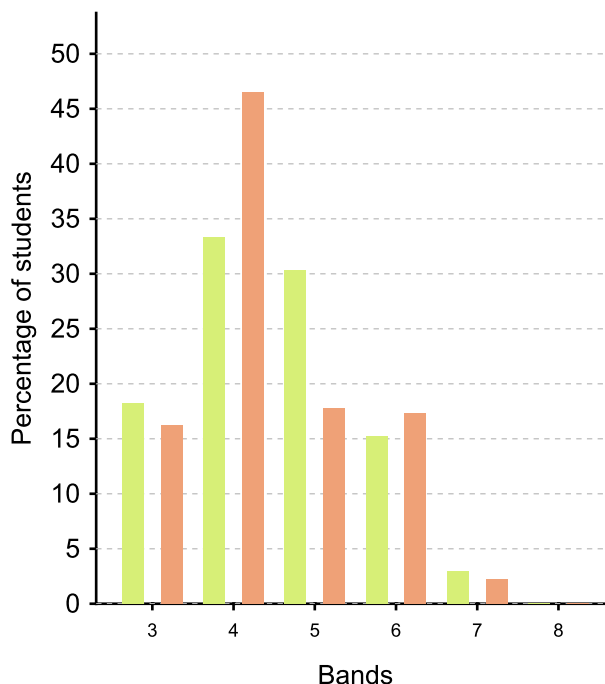


The number of Year 3 students achieving in the top two bands for Numeracy has remained relatively steady over the past 3 years and students achieving in the bottom band decreased by 16%; consequently, percentage bands two and three showed 16% growth over this time. In 2017, teachers and Student Learning Support Officers received significant professional learning in Mathematics Building Blocks for Numeracy (MBBfN); this program was designed to up-skill staff in assessment of students and teaching numeracy concepts. Teachers also implemented daily lessons in Teaching Early Numeracy (TEN) in years K–6. NAPLAN results in Number, Patterns and Algebra show a 42 point improvement in scaled scores since 2015.

In Year 5, the top three bands remained stable in Numeracy over the past three years and the same was true of the bottom two bands. The data has shown movement between bands four and five, with 17% more students in band five than in 2015. Trend data for Year 5 shows that Bowen Public school students have continued to improve their Numeracy. Over 64% of Year 5 students at Bowen Public school achieved equal to or greater than expected growth in numeracy in 2017.

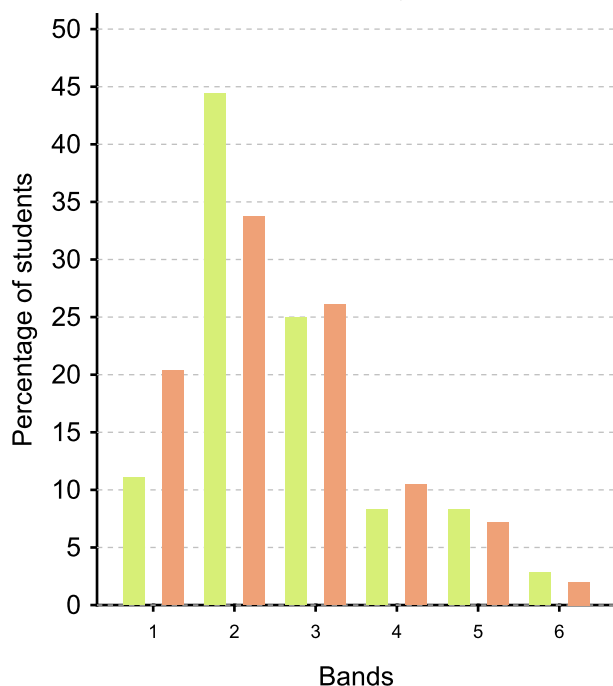
The NAPLAN Numeracy data shows Bowen Public Year 5 students demonstrated outstanding personal growth in scaled scores. At Bowen the average growth in scaled scores was 122.8 points, compared to the state average at 96.8 points.

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

**Percentage in bands:**  
Year 3 Numeracy



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' by 2019 has been addressed at Bowen Public School. In the past year Bowen has doubled the amount of Year 3 and 5 students who achieved in the top two NAPLAN bands in Numeracy. Year 5 Reading saw 7.6% improvement of students achieving in the top two NAPLAN bands. Writing in Year 5 also showed a 100% growth in students in the top two NAPLAN bands. Year 3 showed 3.4% increase in students in the top two bands in Grammar and Punctuation and similar growth in Writing. At Bowen we will ensure the effectiveness of our school processes including the way we identify and accelerate students who have the capacity to achieve in the top two NAPLAN bands. This is about sustaining an ongoing cycle of assessment, programs, interventions and initiatives that will improve the specific literacy and numeracy skills required for identified students to achieve in the top two bands.

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

## Parent/caregiver, student, teacher satisfaction

Towards the end of 2017, 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. 88% 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. 60% 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. 79% 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, 72% 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. 96% 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, 67% of students had positive behaviour. The NSW Govt norm for these years is 83%.

Students are interested and motivated in their learning. 88% 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. 88% 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 8.3 out of 10. The NSW Govt norm for these years is 7.9.

The results in each of the above areas are slight improvements on results from the same survey conducted at the end of 2016.

## Policy requirements

### Aboriginal education

In 2017, 47% of students at Bowen Public School identified as Aboriginal or Torres Strait Islander. 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 and continues to be a focal point for cultural learning in the school. 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 from language backgrounds other than English who attend Bowen Public School. 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.

Funding for this initiative is provided from a discreet area of the school budget and is supplemented from other areas to bolster the amount of face to face teaching time available to these students.