

Bowen Public School

Annual Report



2018



4538

Introduction

The Annual Report for **2018** 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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School background

School vision statement

Bowen Public School believes in Growing through Learning. The school aims 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 240 students and serves a diverse population within a generally low socio-economic area in East Orange. The school is modern, well-resourced 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' (PBL) 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's Student Welfare Policy links PBL and the school's reward system to support positive behaviour.

Forty-nine percent of the school population identify as Aboriginal or Torres Strait Islander and two percent are from a language background other than English. The school caters for a range of students with special learning needs through 3 support classes, the successful integration of students with disabilities and the implementation of targeted student support programs.

RAM funding enables a collaborative planning and teaching model that fosters professional learning and development to be implemented in the school. This provides opportunities for staff to learn from and teach each other through dedicated lesson observation and analysis structured into each term. Professional Learning in Literacy and Numeracy at Bowen Public School is further enhanced by the knowledge, support and direction of an Instructional Leader.

Every student benefits from the addition of a School Learning Support Officer in every room to assist in the achievement of individual learning goals. Further, more specialised assistance is provided by highly skilled Learning and Support Teachers and a numeracy interventionist who all work towards improving outcomes for our students.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that overall, in the **Learning** domain in the School excellence framework, the results of the self-evaluation process indicate that Bowen Public School is **Sustaining and Growing**. In Learning Culture, Curriculum, Assessment, Reporting, and Student Performance Measures the school rated as **Sustaining and Growing**. The Wellbeing element was assessed to be **Excelling**.

In the **Teaching** domain, Bowen Public School is **Sustaining and Growing**. All elements indicated strong signs of sustaining and growing with an emphasis on Growing, particularly in Effective Classroom Practice Data Skills and Use and Learning and Development.

The **Leadership** culture at Bowen Public School is **Sustaining and Growing** with an emphasis on growing, particularly in the areas of Educational Leadership and School Resources.

Leadership at Bowen Public School is distributed throughout the executive team and staff. Professional learning, focused on continuous improvement in teaching and learning, is supported by structures in the school that promote collaboration and honest feedback. This has established a culture of continuous improvement and responsiveness to student needs.

The external validation panel determined that the school's self-assessment is consistent with the evidence presented and has been validated against the School excellence framework.

Our self-assessment and the external validation 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

Future Focused Learning

Purpose

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

Overall summary of progress

Bowen Public School is well on the way to developing the capacity of students and staff to be critical and creative thinkers who are able to access, collaborate, analyse adapt and respond through their literacy and numeracy learning. Staff have attended 'Focus on Reading' training and delivered their new knowledge to the rest of the staff. This has enhanced the delivery of literacy teaching and learning programs throughout the school but particularly in the Primary area.

A team completed the 'Thinking while moving in Maths' course and presented more new learning to staff for implementation in classrooms. This has influenced the way that Maths is taught in the school making lessons more dynamic and engaging for students. It has complimented whole school work done on Building Numeracy Leadership which has been lead by the Instructional Leader.

The school has embedded some dedicated time for teacher mentoring into its timetable. Staff use this time to observe each other's practice and to provide feedback on their observations. This has had the effect of teachers continually improving their own practice while learning from each other.

The school has purchased an deployed Chromebooks across Years 2–6 as part of our working technologically program. The Chromebooks have given students daily access to the use of technology at an individual level. Teachers have trained in a range of programs and applications that allow them to get the best from having such wonderful technology in the classroom. Along with the Chromebook deployment, Bowen also embarked on a Smartboard replacement program. Our Smartboards were ageing and many of the components were beginning to fail. As at the end of 2018, every classroom has a new multi–touch interactive panel that provide better vision for students, allow more than one student to use the screen at a time and increase student engagement. They are as flexible as a Smartboard, take up less space in the classroom and are simple to use.

Through thorough training, teachers are becoming more comfortable with PLAN 2 software that allows high level monitoring of student achievement. Teachers are becoming more adept at class and student data analysis and using this to effectively program their next lessons.

Overall, Bowen Public School is well on track to creating clear understanding in every student and teacher of how to improve through quality observation, analysis and feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will demonstrate or exceed a year of growth for a year of learning.	PAT Test Professional Learning • Socio–economic background (\$5000.00)	Will occur later in term 4. Stage 1 have evaluated PLAN2 data. Stages 2 and 3 have data for all students entered onto PLAN2. Evaluation will occur in week 9.

Next Steps

The further development of peer observation is seen as an important next step for the school. We have much to learn from each other and will be able to embed some of the way we operate as a staff, in our student learning.

We aim to continue to look for ways to enhance our teaching practice, particularly in Literacy. Term 1 in 2019 will see targeted 'Word Study' lessons being introduced and the development of Comprehension teaching skills at a whole staff level.

The first two terms will see some time to assess our Maths teaching practice and the effect it is having on student learning. Moving on from there, we will look at adapting our lessons to cater for students at a very individual level.

Strategic Direction 2

Respect, Relationships and Resilience

Purpose

To nurture positive relationships with and between students which are safe, respectful and supportive, and which challenge students to achieve outstanding personal growth through learning.

Overall summary of progress

PBL continues to form a solid basis for the structure of our behaviour and welfare systems. In 2018 we implemented a range of 'Tier 2' interventions for students that included check in/out, games club and Occupational Therapy. Results for these students were excellent. The school also revised the parameters for Planning Room, decreasing the amount of time that older students were required to visit there once they had lost their 'three targets'. This initially had a positive effect and we will look to analyse some data over time to make further judgements on the use of Planning Room and time out strategies.

Staff included lessons from the 'Bounce Back' program into their PDHPE lessons this year and 'Bounce Back' was aligned with the PDHPE Syllabus and embedded into the Scope and Sequence of teaching for that Key Learning Area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student attendance	\$2500 is budgeted for the year. This pays for the printing of attendance awards, and a number of rewards that students can earn throughout the year for achieving attendance targets.	12 Students achieved 100% attendance in 2018 with more than half of the student body achieving over 94%. Overall, our total school average attendance was just under 92%.
In-school PBL data indicates increasing levels of positive student to student and staff to student relationships.	PBL is so well embedded as a part of our school culture that it has become relatively inexpensive in 2018. \$10 000 paid for training of new staff and resources to promote and develop the initiative. With new staff coming on board and refresher training required for some existing staff in 2019, it is expected that 2019 will see additional money being spent to continue PBL.	All staff are trained in PBL, the theory behind it and its implementation at school. Students are well aware of the school expectations and data demonstrates that our school is very similar to others implementing the strategy.
Improved levels of student wellbeing.		The Tell Them From Me survey reported that Bowen students feel well supported by all staff and that they feel well connected to the school with a strong sense of belonging and accomplishment.

Next Steps

- Continued expansion and professional learning about PBL and tier 2 initiatives.
- Continued promotion of attendance initiatives.
- Adjustments to the Learning and Support Team's operations to identify and intervene in individual student issues before they escalate.

Strategic Direction 3

Leadership

Purpose

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

Overall summary of progress

Bowen Public School has developed and maintained some important systems that support collaboration for staff, look after student well-being and the enhancement of teaching practice. Chief among these is the use of funds to support 'Stage Release from Face to Face' teaching (RFF). This enables teachers to plan together, overcome problems together, develop consistency in teacher practice and judgement and to participate in professional learning at the same time. Input from our Instructional Leader is instrumental in the success of this as we are able to include regular data analysis and develop directions for programming.

The 'Tell Them From Me' parent survey has provided important feedback to us in terms of our communication with the broader community and indicates that we have been able to improve this since the implementation of the last school plan. Our Term 1 parent teacher interviews were well received and will now form an integral part of our home/school communication suite.

Policy development and review is an area that we will continue to work on throughout the life of this current school plan. While we have made particular progress in the areas of Mathematics and PDHPE, Science and Technology, History/Geography and English remain works in progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of community engagement.		2018 saw a pleasing increase in the number of parents attending weekly assemblies and some new faces join the P&C. Parents report that they are generally very happy with the school's communication to home and their knowledge about how their children are progressing.

Next Steps

The school recognises the importance of collaborative practice and will work to find further opportunities for this to occur.

Communication from school to home and opportunities for parental involvement will be further explored in 2019. The Whole School Performance is seen as an excellent opportunity for this to occur. P&C are keen to become further involved in fund-raising and contributing to the whole school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		As Bowen Public School has a student population that is 50% 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 middle two NAPLAN bands to the upper two bands.
Low level adjustment for disability		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
Quality Teaching, Successful Students (QTSS)		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.
Socio-economic background		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.
Support for beginning teachers		This funding was used to provide access to specific Professional Learning opportunities for our beginning teachers. It also allowed for them to access Release From Face to Face teaching beyond the required two hours per week.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	114	132	131	128
Girls	98	96	105	115

2018 saw the trend of increasing enrolment numbers continue. The school finished the year with 243 enrolments, up 3% on 2017 and 14% on 2015. This growth has been steady over the past four years and it is anticipated to continue into 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	90.1	92.9	93
1	93.3	91.8	91.4	93.1
2	92.8	92.5	93.9	91.2
3	93.7	92.6	94	92.9
4	93.3	91.8	94.2	92.9
5	91.9	93.1	92.2	92.3
6	89.9	91.5	90.3	89.7
All Years	92.9	91.9	92.7	92.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is strongly encouraged and closely monitored at Bowen Public School. Weekly attendance data analysis by the Principal and the Home School Liaison Officer assists classroom teachers to be aware of attendance rates and patterns within their classes and to stay in touch with families regarding student attendance.

Students are encouraged to attend school through an attendance rewards scheme that offers incentive prizes and awards for achieving particular rates of attendance at the end of each term and at the end of the year. There is also a weekly attendance award for the class with the best percentage attendance rate each week.

Parents are contacted by the class teacher should a student have 2 consecutive days away from school and students who do not provide an explanation for non-attendance, receive a reminder note for the parents to provide an explanation. Beyond that, parents receive a reminder letter and this progresses to possible HSLO involvement if non-attendance patterns are detected.

The school's attendance reward program has had a positive effect on student attendance over the past three years. At the end of last year 12 students achieved 100% attendance rates for the year and attended the movies with the principal to celebrate the achievement. This was an increase from 10 students in 2017 and 6 students in 2016, the inaugural year of the reward. Despite this achievement, the overall attendance rate continues to hover between 92% and 93% which is an improvement from the 2013 mark of

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.51
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.42

*Full Time Equivalent

Bowen Public School proudly boasts a number of staff who identify as indigenous. Our Aboriginal Education Officer and three classroom teachers all claim Aboriginal heritage and help promote Indigenous culture throughout the school. Programs such as BroSpeak and SistaSpeak are important vehicles for the development of Aboriginal culture in our young students and these are generally managed by our Indigenous staff.

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	2

Professional learning and teacher accreditation

Professional Learning is one of the keys to success at Bowen Public School. Aside from NESA accredited courses that staff regularly attend, bespoke professional learning related to point in time teaching and learning needs, is delivered at weekly staff meetings. The Release From Face to Face timetable has been developed to provide opportunity for staff to collaborate in their professional learning, develop consistency of teacher judgement and to work with our Instructional Leader in developing teaching skills.

The Early Action For Success program also requires intensive professional instruction and staff from years Kindergarten to Year 2 are heavily involved in this course.

Staff Development Days have been another important aspect of Professional Learning. They have allowed time for mandatory learning to take place but have also been instrumental in forming the learning culture that has developed within the staff. Highly structured and organised activities have given staff practical ideas and strategies to take into the classrooms and to use with their students.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	327,826
Revenue	4,853,704
Appropriation	4,755,093
Sale of Goods and Services	2,661
Grants and Contributions	92,299
Gain and Loss	0
Other Revenue	0
Investment Income	3,651
Expenses	-4,427,348
Recurrent Expenses	-4,427,348
Employee Related	-4,008,058
Operating Expenses	-419,290
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	426,356
Balance Carried Forward	754,182

The school's financial management processes and governance structures underwent significant change in 2018 due to the introduction of a new state-wide financial management system in schools. All financial matters are now entered on-line and are paid by the Department of Education out of a centralised system.

The school's budget is managed in consultation with the School Administration Manager, the Principal and the Assistant Principals.

Funds carried over are targeted for expenditure in 2019 and take into account some planned expenditure on updating the playground equipment and a large amount of Professional Learning related expenses due to the expected influx of new staff.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,857,720
Base Per Capita	49,793
Base Location	2,083
Other Base	1,805,844
Equity Total	955,702
Equity Aboriginal	245,227
Equity Socio economic	477,018
Equity Language	400
Equity Disability	233,058
Targeted Total	641,022
Other Total	1,094,551
Grand Total	4,548,994

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, 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The 2018 NAPLAN Year 3 data demonstrated continued pleasing results in terms of growth and the effectiveness of teaching at Bowen PS. 71% of Bowen PS students ranked in the top four bands for Reading, 85% for Writing and 89% for Spelling in 2018. These results signal steady improvement since 2015 and show that the programs implemented in Kindergarten to Year 2 are having a significant impact on these cohorts.

The Year 5 NAPLAN Literacy results also show a continued trend of improvement since 2015. In Reading, 67% of students scored in the top 4 bands, while in Writing, 46% scored in the top 4 bands and 50% in Spelling. Compared to 2015 where between 54% and 63% of students achieved in the bottom two bands, this is a marked improvement.

Bowen's Numeracy results followed the trend of the Literacy results. 80% of Year 3 students scored in the top 4 bands for numeracy in 2018 as compared to 32% in 2015. This is a trend that the school has been able to maintain over time and that shows through into the Year 5 results. The Year 5 results in terms of growth and change over time are quite strong. In 2015, 69% of students achieved in the bottom two NAPLAN bands. That number reduced to 39% in 2018 where 61% of students achieved in the top four bands. This is massive positive shift and our future direction will lead us into developing mathematical talents within the school to grow the number of students achieving in the top two bands.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Bowen PS students participate in 20 minutes of fitness activities every morning as well as specific skills based PE lessons each week. This is designed to ensure that students are achieving their 150 minutes of moderate to vigorous exercise each week, are participating in a healthy lifestyle and working towards the premiers of reducing the rate of overweight children in the state.

The information presented above outlines the school's achievements in increasing the proportion of students achieving in the top two NAPLAN bands as per the second Premier's Priority. These results have been achieved through the hard work and determination of the school staff, including the team of Student Learning Support Officers, the Instructional Leader and teachers. Our results in Literacy and Numeracy continue their upward trend and the school is particularly proud of the growth that has been achieved by students over a sustained period of time.

The school's substantial funding has been key to this sustained improvement, especially as it caters largely for the various disadvantages that sections of our student community bring to school.

Parent/caregiver, student, teacher satisfaction

Towards the end of 2018, students and parents were asked to complete a survey on how they felt about various aspects of school life. The results of these surveys assists the school to make decisions about how to improve different areas of the educational setting.

The following results were based on data collected from students in years 4–6;

Students play sports with an instructor at school, other than in a physical education class. 90% of students in this school had a high participation in sports. The NSW Govt norm for these years is 83%.

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 92% of students in this school valued schooling outcomes. The NSW Govt norm for these years is 96%.

Students indicated important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. The school's mean score for this area was 8.0. The NSW Govt norm for this area was 8.2.

Some areas identified for improvement moving into 2019 include, students feeling an improved sense of belonging at school, increasing student motivation in relation to their learning and students recognising positive behaviour.

The following results were based on data collected from parents and carers;

Parents and carers indicated that they felt two-way communication with parents and the school was occurring.

The schools means score in regards to parents feeling welcome within the school is 7.2. The NSW Govt norm is 7.4. Parents and carers indicated they felt they could easily speak to teachers within the school and the school's administrative staff are helpful.

Parents and carers felt they were informed about their child's learning, behaviour and social and emotional development. The school's mean score in relation to this area is 7.0. The NSW Govt norm score is 6.6.

93% of parents and carers indicated that since the beginning of the school year, they have talked to with a teacher about your child's learning or behaviour at least two or three times. This was an increase from 74% in 2017.

92% of parents and carers had attended a meetings or social functions at the school at least twice since the beginning of the year. This was an increase from 86% in 2017.

Overall, the results of the parent/carer survey reflect community satisfaction in line with or near to results

indicated in schools across the state.

Policy requirements

Aboriginal education

In 2018, 50% 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 .