

Bowen Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Bowen Public School

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

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.

Improvement Measures

Students will demonstrate or exceed a year of growth for a year of learning.

Progress towards achieving improvement measures

Process 1: SEF area – Learning – Curriculum and Assessment

What Works Best – Feedback

Teachers review learning with each student ensuring each student has a clear understanding of how to improve. Student feedback is elicited by teachers and informs teaching with a clear focus on assessment practices.

Evaluation	Funds Expended (Resources)
The leadership team assessed, determined and delivered appropriate professional learning that enhanced staff capacity to create and deliver engaging and powerful curriculum lessons that focuses on identified areas for individual student improvement.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: SEF area – Teaching – Learning and Development

What Works Best – Collaborative Learning

Creative, effective planning and working strategies are embedded in school organisation, allowing staff to collaborate, analyse, reflect and respond to students' needs.

Evaluation	Funds Expended (Resources)
The school has effectively used resources to structure regular staff mentoring and a day a fortnight release from face to face teaching. Staff have developed their capacity and demonstrate consistency of teacher judgement through collaboratively developed stage plans and worked together to develop creative curriculum and analyse their teaching for continual improvement.	Employment of dedicated RFF team. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$150000.00)

Process 3: SEF area – Leading – School Resources

What Works Best – Effective Classroom Practice

A whole school approach ensures the most effective evidence based teaching methods, which optimise learning for all students across the full range of abilities.

Evaluation	Funds Expended (Resources)
Student engagement in Literacy and Numeracy learning has been enhanced by communicative, collaborative critical and creative teaching practices. Assessment and feedback is formative in nature, positive and embedded in classroom practice.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$20000.00)• Ian Luscombe (\$23000.00)• MacqLit training and kit (\$4885.00)• MiniLit training and kit (\$3165.00)

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.

Improvement Measures

Improved levels of student attendance

In-school PBL data indicates increasing levels of positive student to student and staff to student relationships.

Improved levels of student wellbeing.

Progress towards achieving improvement measures

Process 1: SEF – Learning – Wellbeing

What Works Best – Wellbeing

Evidence based change to whole school practices exist which results in improvements in wellbeing and engagement.

Evaluation	Funds Expended (Resources)
Data from the Tell Them From Me survey shows students' sense of belonging at school has increased 14% from 2018 and students' positive relationships have increased by 13% from 2018. This data indicates students feel well supported at Bowen and that they feel well connected to the school with a strong sense of belonging and achievement. Overall, our total school average attendance was 91%. 11 Students achieved 100% attendance in 2019, which is 1 less than in 2018. In 2020 we will look at additional attendance initiatives to improve attendance figures..	Printing of attendance awards, and a number of rewards that students can earn throughout the year for achieving attendance targets. Ian Luscombe Behavability Professional Learning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$28000.00)

Process 2: SEF – Learning – Learning Culture

What Works Best – High Expectations

The school demonstrates aspirational expectations of learning and achievement for all students.

Evaluation	Funds Expended (Resources)
A dedicated tier 2 Positive Behaviour for Learning Team has been established and 3 additional teachers were trained. PBL pedagogy has continued to be embedded in school culture and Sentral data is analysed fortnightly then used to inform areas of need and explicit teaching delivered. Staff are melding PBL pedagogy and Ian Luscombe Behavability training, ensuring staff demonstrate high expectations of student behaviour and academic growth. Sentral data indicates a decrease in negative behaviour incidents.	Cost of casual relief while staff attended PBL professional learning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4650.00)

Process 3: SEF – Teaching – Learning and Development

Staff actively engage in professional learning that develop their capacity to enhance relationships.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The school has employed an Occupational Therapist 3 days a week and Psychologist once a week, these health specialists delivered professional learning sessions throughout the year around Trauma Informed Care. Staff now have developed an understanding of the impact of trauma and an increased their capacity to support student wellbeing and the skills to foster student self-regulation.

Over the past 2 years the Principal and Deputy Principal, Instructional Leader have engaged in The Art of Leadership professional training and have develop self-management skills, leadership authority, influencing skills and strategic intelligence. Through positive, respectful relationships they coached staff and students to develop an understanding of self and built leadership capacity. Staff and students develop autonomy, which has led to them achieving outstanding personal growth through learning. We plan to send another executive member to the PL in 2020.

Employment of Occupational Therapist and Psychologist

Art of Leadership PL

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$245335.00)
- (\$0.00)

Strategic Direction 3

Leadership

Purpose

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

Improvement Measures

Improved levels of community engagement.

Progress towards achieving improvement measures

Process 1: SEF Area– Leading – Management Practices and Processes

What Works Best Collaborative Practice

The school supports a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
<p>Employing a psychologist and occupational therapist, in addition to our speech therapist, has ensured a wider range of student needs are identified and individual therapy delivered. Teachers received specific in-class support and professional learning to build their capacity to support a diverse range of student needs, resulting in improved learning and wellbeing outcomes for students.</p> <p>Community Liaison Officer employed as first point of contact between school and home. Solid links with community has developed positive relationships between school and home.</p> <p>An SLSO per classroom has been employed to work with talented students and provided them with enhanced opportunities to achieve positive outcomes.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$240000.00)• Low level adjustment for disability (\$500000.00)• Socio-economic background (\$500000.00)

Process 2: Policies and process are developed which ensure the ongoing efficient operation of the school.

Evaluation	Funds Expended (Resources)
<p>Expanded Sentral database to include extra modules enabling administrative staff more efficient data tracking and entry. Staffing template completed.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$292 628.00)	Improved academic growth outcomes for Aboriginal students.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$241 134.00)	Improved academic and social outcomes for students with a low level disability.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$46 635.00)	Highly developed collaborative practice at stage level.
Socio–economic background	Funding Sources: • Socio–economic background (\$512 333.00)	Improved academic and social outcomes for socio–economically disadvantaged students.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$42 390.00)	Development of classroom practice and quality teacher knowledge for beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	132	131	128	137
Girls	96	105	115	126

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.1	92.9	93	91.1
1	91.8	91.4	93.1	91.1
2	92.5	93.9	91.2	90
3	92.6	94	92.9	90.3
4	91.8	94.2	92.9	92.5
5	93.1	92.2	92.3	88.7
6	91.5	90.3	89.7	93.3
All Years	91.9	92.7	92.2	91
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.52
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Counsellor	1.5
School Administration and Support Staff	6.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	754,182
Revenue	5,227,449
Appropriation	5,156,141
Sale of Goods and Services	7,009
Grants and contributions	62,481
Investment income	1,718
Other revenue	100
Expenses	-5,124,120
Employee related	-4,679,208
Operating expenses	-444,913
Surplus / deficit for the year	103,329

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	640,859
Equity Total	1,046,941
Equity - Aboriginal	292,628
Equity - Socio-economic	512,333
Equity - Language	846
Equity - Disability	241,134
Base Total	1,980,835
Base - Per Capita	61,456
Base - Location	1,875
Base - Other	1,917,504
Other Total	1,288,001
Grand Total	4,956,636

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

The 2019 Tell Them From Me Survey indicates that:

82% of parents feel better connected to the school

92% of students reported that they are proud to attend Bowen Public School

91% of students feel that the school has high expectations, which is 24% above the State average of 67%

95% of students felt a sense of belonging at Bowen, which is 10% higher than the state average

95% of staff believe the school leaders at Bowen are leading improvement and change, and effectively communicate the strategic vision

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.