

2020 Annual Report

Bowen Public School



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Introduction

The Annual Report for 2020 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 vision

Bowen Public School believes in growing through learning. The school provides 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 East Orange. 55% of the school population identify as Aboriginal or Torres Strait Islander and 2% 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.

The core values of the school are emphasised through 'Positive Behaviour for Learning' (PBL), which focuses on the school's expectations: We Are Learners, We Are Respectful and We Are Safe. Student welfare practices are varied and built on developing strong, trusting relationships which promote a happy, safe learning environment and aid the development of responsible, resilient citizens. The school's Student Welfare Policy links PBL and the school's reward system to support positive behaviour.

Bowen is modern and well-resourced through the Resource Allocation Model (RAM) which is utilised to improve student learning outcomes and build teacher capacity. A culture of high expectations is embedded in the school and supports student growth. Ongoing professional development and collaborative practices are integrated to ensure teacher development. Professional learning in literacy and numeracy at Bowen Public School is further enhanced by the knowledge, support and direction of an Instructional Leader.

The school implements a range of strong, research based, academic programs to achieve positive student learning outcomes. Every student benefits from the addition of a School Learning Support Officer (SLSO) in every classroom to assist in the achievement of individual learning goals. Further to this, specialised assistance is provided by highly skilled intervention teachers who work towards improving outcomes for our students. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Reflection of 2018-2020: Our existing school plan has 3 strategic directions, Future Focused Learning; Resilience, Relationships and Engagements; and Leadership. During 2020 we began a comprehensive process across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was gathered at a number of events and from a number of sources, which included P&C meetings, school executive, stage meetings, staff meetings and surveys. The data was then sorted during designated school planning afternoons by the staff to identify the priorities for the 2021-2024 plan. This process included a review of the strengths, opportunities and areas for development across the school. Results were delivered for review and comment, to the school community.

Key focus areas of the School Excellence Framework (SEF) identified through annual staff evaluation are learning culture, wellbeing, curriculum, effective classroom practice, learning and development and instructional leadership.

Reflection on What Works Best (WWB): Through the past school plan, Bowen had a strong focus on the CESE publication WWB. We have used this document to support the implementation of evidence-based practices to improve student growth. With the 2020 updates to the WWB document and a high turn-over of staff at Bowen over the last few years, we are committed to continuing to utilise the WWB document to support continual improvement in teaching and learning practices. Target themes in the WWB will be those that align to identified focus areas in the SEF.

Student voice, participation and leadership: Executive staff identified the need to develop greater student leadership and autonomy of students learning. We investigated Department documentation aimed at amplifying students' voice, to ensure students actively participate in decision-making at school on things which shape their educational experiences. Staff agree that to successfully include student voice in decision making the school must place greater value on the perspectives and opinions of students and act on them in a way that genuinely shapes learning and decision-making at the school.

Effective strategic leadership: Has been a strength of Bowen, with 2019 SEF evaluation indicating we were Excelling in the Leading domain. Strong evidence of student growth indicated we had a clear understanding that our practices supported improved student outcomes and continually build on processes and knowledge. With a change in leadership in 2020, momentum has slowed slightly during this adjustment period, which is to be expected.

Leading improvement, innovation and change: Moving forward we want to continue the strong teaching practices and shared approach to school improvement across the school. With a focus on embedding evaluative practices to draw upon relevant and reliable data we aim to make evidence-informed decisions about teaching and learning. The school executive will play a key role in scaling these practices across the school.

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)
<p>Teachers have found the learning intention and success criteria is clearly expressed and understood, students could readily monitor and direct their learning and utilise feedback to improve. We will continue to improve practice in this area to support student engagement.</p> <p>Over time, the Bowen Public School assessment schedule has evolved to include a wide range of internal data sources. The schedule ensure that all stages engage with a comprehensive range of assessments that are collaboratively monitored and analysed to inform professional learning needs and student needs. All teachers worked with the Instructional Leaders and Stage Leaders to collaboratively analyse data from SCOUT (Check in, Best Start), PAT, standardised spelling assessments, SENA, running records and samples of learning to determine gaps and adjust learning programs in English and Mathematics. Further learning around gathering data, its triangulation and analysis is an area of ongoing need.</p>	<p>PAT licence \$2,700</p> <p>YARC assessment \$750</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$3450.00)

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)
<p>The school leadership team has had a relentless focus ensuring educational leaders are abreast of current research and what works best. We have creatively utilised resources and effective systems and processes are embedded in school organisation to provide mentoring and additional release to facilitate stage collaboration, planning, evaluative practices and ongoing professional learning. Executive staff support and guide staff to develop their capacity to collaborate, analyse, reflect and respond to students' needs. Resulting in continual improvement in teaching and learning.</p>	<p>Employment of a dedicated RFF team to provide additional release to facilitate stage collaboration, planning, evaluative practices, mentoring and professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$100000.00)• 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)
<p>The Instructional Leader (IL) and Leadership Team continue to review, assess, determine and deliver appropriate professional learning that enhances staff capacity. Resulting in the creation and delivery of engaging and powerful lessons that focus on identified areas for individual student improvement.</p> <p>Over the previous planning cycle we have focused on improving writing outcomes across the school, with NAPLAN results and writing samples indicating successful growth in this area. To achieve this shift in writing we continued L3 pedagogy through to primary, with a particular focus on the writing cycle. We strategically placed teachers with L3 training into primary and utilised the IL to implement change in writing practices. Towards the end of the cycle, we identified the need to focus on spelling throughout the school. We are guided by the work of Tessa Daffern in implementing an explicit and instructional approach to spelling that includes phonological, orthographical and morphological word forms. This will be a continued focus in the next planning cycle to ensure we build the capacity of our teachers to improve student spelling outcomes. This focus area will also be supported by the use of PreLit in ES1 to develop phonological awareness and continued use of MiniLit and MacqLit as interventions.</p> <p>The leadership team assessed, determined and delivered relevant professional learning that enhanced staff capacity to create and deliver engaging and powerful lessons that focus on identified areas for individual student improvement. Towards the end of 2020 we also identified the need to develop staff understanding that Working Mathematically is integral to the learning process in Mathematics. 2021 will see a focus on PL to develop staff capabilities to explicitly teach students these skills and develop understanding of mathematical vocabulary. This allows teachers to provide students with the opportunity to engage in genuine mathematical conversations and activities to develop their skills to become flexible, critical and creative users of Mathematics.</p>	<p>Instructional Leader</p> <p>EaFS and Departmental PL</p> <p>Decodable and quality texts \$ 6,500</p> <p>Wushka licence \$1,500</p> <p>Mathematics subscription \$1,040</p> <p>PreLit kit \$500</p> <p>MultiLit PL and kits \$12,300</p> <p>MacqLit and MiniLit kits \$5,300</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$167336.00) • Literacy and numeracy (\$21390.00)

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)
<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.</p> <p>Stage 3 students engage in the Aboriginal Leadership Programs ran Sista Speak and Bro Speak that focus on promoting a sense of belonging and leadership. Activities encourage a connection to self, build confidence, develop leadership skills and consider their overall wellbeing. The activities and discussions are directed by the themes of Self, Health, Social and Emotional. This initiative welcomes the involvement and consultation of community through guest speakers, involvement in community events and community input in planning.</p> <p>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>We have invested money into improving our playground and creating spaces to support student needs, including installing communal seating, a ninja course, bike track, scooter track and an occupational therapy room. All these support student engagement and assist the students to improve their motor skills. There has also been an improvement in peer to peer relationships and student collaboration as a result. Classroom spaces were also upgraded to include flexible furniture, to support student engagement, promote collaboration and cater for individual needs. We also supplemented excursions to ensure inclusivity and make extra curricular experiences accessible to all students.</p> <p>The school has undertaken training in wellbeing programs including, Tier 1 PBL, ERASE, Bounce Back and Second Step professional learning. We engaged parents in the 'Got it' program, provided a PBL rewards day and have also employed a clinical psychologist to support wellbeing needs. The results of the 2020 Tell Them From Me (TTFM) survey indicate that the Bowen culture ensures students feel a strong sense of advocacy for the school. Overall 81% of students indicated they had positive advocacy for the school; 90% of students indicated that the school had high expectations for</p>	<p>Ninja Course \$49,456</p> <p>Wall panels \$21,000</p> <p>Playground sheltered seating \$24,530</p> <p>Synthetic turf \$20,350</p> <p>Psychologist \$45,000</p> <p>Occupational Therapist \$34,000</p> <p>OT room fit out \$10,000</p> <p>Speech Pathologist \$36,500</p> <p>Verto (Sista/Bro Speak) \$20,680</p> <p>Subsidise excursions, lunches and uniforms \$10,000</p> <p>Flexible furniture \$7,360</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$204336.00)• Aboriginal background loading (\$74540.00)

Progress towards achieving improvement measures

success and 65% of students felt a sense of belonging. We will continue focus on inclusive education and promote strong relationships that continue to build positive school experiences for our students.

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. Attendance data is measured weekly and students are referred to LST and placed on a Personalised Attendance Plan. Attendance shield is given to the class with the highest attendance. Overall attendance rates are below State and Network levels. Our school is sitting at 86.82% attendance in comparison to State 88.2% and Network 88.9%. Aboriginal attendance data is 83%. Significantly, in 2019 only 19.5% of ATSI enrolments reached a greater than 90% attendance rate compared with 54.7% of ATSI children across the state. This improved to 47.4% of ATSI enrolments in 2020 reaching greater than 90% attendance compared to the state average of 59.8%.

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)
<p>Effective support of all teachers by executive staff and of each other means that continuous learning and the pursuit of excellence of ourselves and of our students is at the centre of everything we do. The school culture drives a collective focus on high expectations to build teacher capacity and to improve student wellbeing and learning. Systems and processes are embedded to support the this ongoing focus and student results reflect positive growth.</p> <p>Sound holistic information about each student's wellbeing and learning needs is used by the Learning Support Team (LST) to inform plans in consultation with parents/carers. LST processes are inclusive of a range of needs, enabling support to be appropriately targeted. Adjustments to LST forms provide additional information, making referrals more effective and efficient. Efficient systems ensure LST minutes are documented and communicated to relevant teachers, with ongoing follow up reliably monitored. The school and external support agencies collaborate effectively to support student learning and wellbeing needs. Data shows an increase in student referrals with social emotional needs, reflecting the school's strong focus on wellbeing and provides evidence that teachers know their students well and procedures and policies are effective.</p> <p>The school funds a SLSO per classroom to support students and provided students with enhanced opportunities to achieve positive outcomes through individualised programs and evidence based interventions. This use of funds proven effective is ensuring students achieve outstanding growth through learning.</p> <p>Positive Behaviour for Learning (PBL) pedagogy has continued to be embedded in school culture and staff are focused on demonstrating high expectations of student behaviour and academic growth. Behaviour expectations are clearly defined, explicitly taught and are shared with parents in IEP, PLP and behaviour management meetings. Adjustments to the learning environments of each class support all areas of learning, teaching and wellbeing. Processes and supports ensure consistent behaviour expectations and practices are embedded across the school. Supports include behaviour hierarchy, a behaviour response flowchart, reward systems such as Gotchas, credit awards, a classroom checklist and individual coaching support and training to assist with best practice. Sentral behaviour data is monitored fortnightly to inform individual needs and determine</p>	<p>Awards \$1,000</p> <p>PBL signs \$3,500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$4500.00)

Progress towards achieving improvement measures

appropriate interventions. Data is also utilised to identify whole school areas of need with explicit teaching delivered. A dedicated Tier 2 PBL team has been established, with 3 additional teachers trained this year.

Process 3: SEF - Teaching - Learning and Development

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

Evaluation	Funds Expended (Resources)
Four executive staff members engaged in 'The 7 Habits of Highly Effective People' professional learning. The program aims to teach staff to be more productive, strengthen relationships, improve communication skills and to solve problems more creatively. After completing the training staff demonstrated greater confidence and initiative to effectively lead themselves and their teams, through collaborative practices.	<p>The 7 Habits of Highly Effective People Online Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4400.00)

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>Community Liaison Officer employed to strengthen communication and collaboration between school and home. The school has built strong relationships between parents, students and the community that inform and support continuity of learning for all students in all areas. This year we faced barriers in continuing community engagement to the Covid lockdown. However, staff were determined to support families, ensuring strong communication between home and school was maintained. A large portion of parents/carers actively engaged in their child's learning throughout Covid 19 period. Their knowledge of curriculum and learning was significantly enhanced through their direct involvement with their children during remote learning. All families were regularly phoned to check in and share information, video messages we filmed and placed on our FaceBook page, families were invited to send in photos of children learning from home and these were shared with through FaceBook to keep students connected. Staff physically delivered work and Easter hampers to families who didn't have transport. Teachers, students and parents gained skills to learn remotely using apps such as Seesaw, MS Teams and Google Classroom to deliver lessons, students submit learning and teachers provide feedback on learning. Extensive support including the provision of iPads and laptops for families was provided to facilitate remote learning. Teachers learnt that their delivery of lessons needed to be explicit and succinct in order to maximise learning.</p> <p>Student leaders attended the GRIP leadership conference to develop their leadership capacity. Attendees reported they gained a clear understanding of their leadership goals and felt increased confidence to fulfil their role.</p>	<p>GRIP Leadership training \$500</p> <p>Transition to school packs including school hat \$1,000</p> <p>School Stream \$1,700</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$500.00)• Socio-economic background (\$2700.00)

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

Evaluation	Funds Expended (Resources)
<p>Bowen Public School has developed and maintained some important systems that support collaboration for staff, look after student well-being and the enhancement 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.</p>	

Progress towards achieving improvement measures

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 a integral part of our home/school communication suite.

Policy development and review is an area that we will continue to work on.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employing Aboriginal Education Officer</p> <p>Verto costs</p> <p>Additional SLSO's</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$326 895.00) 	<p>We employ an Employing Aboriginal Education Officer to support students and their understanding of culture. We also worked with Verto and this enabled us to run SistaSpeak and BroSpeak. This year students took a deep dive into the meaning of 'Welcome to Country' and rewrote it to express their thoughts and our context more meaningfully. Aboriginal students are making progress across the literacy and numeracy progressions and demonstrate higher than average levels of progress than non - Aboriginal students. Aboriginal students strive and succeed to achieve in leadership roles within the school.</p> <p>Aboriginal student responses from the Tell Them From Me survey were high with 83% of Aboriginal students indicated they had positive advocacy for Bowen; 90% of Aboriginal students indicated that the school had high expectations for their success; and 71% of Aboriginal students felt a sense of belonging. 80% of Aboriginal students feel good about their culture and 74% of students feel a sense of school pride.</p>
Low level adjustment for disability	<p>Literacy interventionist</p> <p>Numeracy interventionists</p> <p>Specialist SLSO interventionists</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$240 379.00) 	<p>Specialist intervention teachers and SLSO's are employed to support students with additional needs to remain engaged with their learning, improve outcomes and to support social and emotional needs. Regular assessment processes, data collection and analysis of data and student work samples provided teaching and learning adjustments for students with additional needs. Evidence of student progress is evident in teaching and learning programs and assessment data.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$51 957.00) 	<p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. School leaders embed explicit systems that facilitate mentoring sessions that incorporate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. School leaders collaborate with staff in other schools to share and embed good practice.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$587 899.00) 	<p>Well trained, highly capable SLSOs support teachers to teach students and assist students to remain engaged with their learning and connected with their peers and school. Evidence based intervention programs are delivered to cater for individual learning needs. Data has shown that there has been an improvements in academic,</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$587 899.00) 	<p>social and emotional growth. Assessments of the impact of strategic direction reflect the effectiveness of the key initiatives. This was achieved through small group and individual support that was determined by the individual needs of each student. Post data demonstrated that students improved academically, in Literacy and Numeracy, although there was improvement the impact of COVID-19 could be seen as the progress was not as high as it was expected to be, this will need to be evaluated and ensure that that data is analysed for each student and support provided accordingly.</p>
Support for beginning teachers	<p>Additional RFF</p> Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<p>Beginning teacher allocation was used for additional mentoring time to support teachers in their early career. Allocation was spent to release beginning teachers to develop their capacity through co planning lessons for co teaching and later lesson observations as per the PDP. Professional conversations and feedback of practice enable essential programming, curriculum understanding and application, behaviour management strategies, assessment and reporting support.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	131	128	137	136
Girls	105	115	126	106

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.9	93	91.1	87
1	91.4	93.1	91.1	86.5
2	93.9	91.2	90	89.1
3	94	92.9	90.3	86.6
4	94.2	92.9	92.5	86.7
5	92.2	92.3	88.7	88.7
6	90.3	89.7	93.3	86.1
All Years	92.7	92.2	91	87.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4
Classroom Teacher(s)	10.69
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	857,511
Revenue	4,320,913
Appropriation	4,348,011
Sale of Goods and Services	5,115
Grants and contributions	-32,732
Investment income	518
Expenses	-4,772,225
Employee related	-4,087,172
Operating expenses	-685,052
Surplus / deficit for the year	-451,312
Closing Balance	406,199

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.

	2020 Approved SBA (\$)
Targeted Total	25,743
Equity Total	1,156,632
Equity - Aboriginal	326,895
Equity - Socio-economic	587,899
Equity - Language	1,460
Equity - Disability	240,379
Base Total	2,581,716
Base - Per Capita	68,010
Base - Location	1,687
Base - Other	2,512,019
Other Total	535,337
Grand Total	4,299,428

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The 2020 Tell Them From Me Survey indicates that:

81% of students indicated they had positive advocacy

90% of students indicated that the school had high expectations for success

65% of students felt a sense of belonging

80% of parents recommend the school

73% of staff believe the school leaders at Bowen are leading improvement and change, and effectively communicate the strategic vision

87% of staff felt a sense of belonging for students

72% of parents felt supported by the school during learning from home

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.

In 2020, 52% 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 additional support for children throughout the school. Students received additional support whilst undertaking the L3 (Language, Learning and Literacy) program K-2, phonological awareness intervention, speech and language programs, sight word program and MinLit and MacqLit 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.

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.

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 .