

2021 Annual Report

Bowen Public School



Bowen Public School
Learn and Grow



4538

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 and provides a high quality inclusive educational environment that supports learning and wellbeing, ensuring students and teachers connect, succeed and thrive.

School context

Bowen Public School has approximately 238 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 utilises evidence based practice to support student wellbeing and links PBL and the school's reward system.

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 ongoing 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 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.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. This includes targeted professional learning where reading and numeracy is an area of explicit focus processes to support staff to collaborate and nurture positive relationships which are safe, respectful and supportive, and challenge students to achieve outstanding personal growth through learning.

Our whole school focus on student achievement in literacy and numeracy and developing collective agency and student voice is underpinned by the evidence base approaches. We will focus on the use of data to inform and modify teaching practice and use of effective feedback that focus on task quality and student autonomy.

Wellbeing, attendance and engagement are a priority, focus areas will be to increase expertise in teaching students with complex needs, resulting in measurable improvements in student engagement and a reduction in negative incidents recorded in internal data sources.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

Promote exceptional growth and attainment in literacy and numeracy by implementing explicit teaching practices, and building capabilities to deliver and respond to feedback and in the use of data to drive effective classroom practice and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Collective Agency and Student Voice
- Use of Data to Inform Practice

Resources allocated to this strategic direction

Socio-economic background: \$505,974.54

QTSS release: \$52,022.75

Professional learning: \$23,262.54

Aboriginal background: \$199,778.02

English language proficiency: \$4,246.54

Per capita: \$32,013.87

Literacy and numeracy: \$4,780.05

Literacy and numeracy intervention: \$35,317.17

Low level adjustment for disability: \$65,364.26

Early Action for Success (EAFS): \$171,512.97

Summary of progress

Our focus for 2021 was the use of explicit teaching and data driven practice to promote growth in literacy and numeracy. We analysed developmentally appropriate assessments such as Best Start, Phonological Awareness, Phonics, Diagnostic Spelling, Check-in and work samples to identify target students in each stage group. Our curriculum focus areas were phonological awareness, phonics and spelling. We utilised Planning Literacy and Numeracy (PLAN 2) to monitor student strengths and identify areas for growth in the focus areas. Collaborative practices and relevant Professional Learning (PL) were facilitated through the structures of fortnight whole day stage Release from Face to Face (RFF) teaching and a mentoring timetable. This initiative proved successful when staff were on site and regular timetables in place. However, optimal success was compromised by extensive periods of learning from home and staff absences. We will continue with this initiative in 2022 and extend our focus areas will include spelling, reading and numeracy.

On the 4 and 5 May 2021 two executive members undertook the Quality Teaching Rounds (QTR) Professional Learning (PL) to explore if this model would strengthen processes to deliver on the schools current priorities. While we believed implementing QTRs would leverage our ability to improve staff ability to deliver explicit teaching practices and as a result improve student outcomes in our focus areas. The additional staff required to implement QTR's were not available, so we delayed implementing the initiative until 2022 and continued to utilise the current structures of whole day RFF once a fortnight to support teacher development in 2021.

We allocated funds to employ a specialist intervention teacher and student liaison support officers (SLSO's) to support the delivery of targeted interventions to cater for the additional learning needs of students. Relevant assessments, analysis of data and student work samples informed decisions around the targeted interventions delivered in literacy and numeracy. These interventions included MiniLit, MacqLit, phonological awareness, phonics, Therabee and Targeted Early Numeracy (TEN). The success of developing our capacity to effectively analyse data to inform student support is evident in teaching and learning programs and assessment data.

We also employed a speech therapist and occupational therapist (OT) to deliver specialist support to individual students who are unable to access these services outside of school. The therapists also work with staff to provide expertise and professional learning for teachers around oral language development, building skills for concentration, fine and gross motor skills, and supporting behavioural needs. Staff surveys collected reveal, teachers feel more confident and better equipped to support the speech and OT needs of students. Data also revealed that students who attended therapy sessions attained their intervention goals and teachers reported improved engagement across all curriculum areas.

Check-in assessments, Schedule for Early Number Assessment (SENA) and Progressive Achievement Test (PAT) data

were used to informed the need to develop teachers' ability to develop students' deep conceptual understanding in Mathematics. All teachers K-6 completed the Broadening Knowledge of Mathematical Literacy & Language PL. The four training modules were scheduled throughout term one and three during weekly staff meetings, in order to provide teachers with the opportunity to implement new learning into their own practice. Completing this PL as a whole school ensured that teachers had the opportunity to collaborate, ask questions and discuss quality teaching practices. We also targeted two groups of teachers to undertake the Starting Strong in Mathematics PL (K-2) & Working With the Big Ideas Mathematics PL (3-6). This blended professional learning composed of six modules undertaken in Stage RFF during terms two and four. These PL sessions supported staff to further refine practice when teaching Numeracy K-6.

In 2021 we trialled the use of The Interview for Student Reasoning (IfSR) Assessment. Ongoing use of the assessment in 2022 will assist to develop teacher capabilities to identify how students construct their mathematical understandings and monitor how student's fundamental numeracy skills are developing. In 2022 we plan to roll out the use of the IfSR across the school, in conjunction with existing assessments such as the Check-in, NAPLAN and student work samples to help teachers better tailor teaching to individual student need. Regular collaborative analysis of the IfSR assessment data will assist us to gain clarity around whether we are on track for achieving our improvement measures in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 NAPLAN reading bands trending towards the lower bound target.	14.52% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of progress of the annual progress measure.
Improvement in the percentage of students achieving in the top 2 NAPLAN numeracy bands trending towards the lower bound target.	11.3% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure.
Increase the percentage of students achieving expected growth in NAPLAN reading from the baseline trending towards the lower bound target.	The percentage of students achieving expected growth in reading increased to 59.26% indicating progress above the annual trajectory and towards the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy from the baseline trending towards the lower bound target.	The percentage of students achieving expected growth in numeracy decreased to 42.31% indicating progress yet to be seen towards the lower bound target.



Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To nurture positive relationships with and between students, and refine whole school processes to promote attendance, wellbeing and engagement and challenge students to achieve outstanding personal growth through learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Increased Student Engagement

Resources allocated to this strategic direction

Socio-economic background: \$80,999.80

Professional learning: \$5,060.00

Aboriginal background: \$130,161.00

Location: \$1,518.74

Per capita: \$32,307.29

Summary of progress

Our focus for 2021 was to improve our ability to support individual student needs. Initially we called for an external review of our Learning and Support Team (LST). External specialists led us through an analysis of teacher surveys, Sentral data and LST questionnaire results. This allowed us to evaluate current practice and systems and as a result, embedded more consistent, effective and systematic processes. Throughout the year more students access LST than previous years and all students referred made improved progress towards their personalised learning goals. Regular reviews and adjustments of individual student funding ensured we were more adaptive to student's changing needs. LST has proven responsive to student data, teacher referrals, reviews of Personalised Learning and Support Plans and adjustments to individual supports and interventions. As a result, all staff are aware of LST processes and can use these to impact students at their point of need.

Utilising High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school, to promote individual well-being and engagement of students. In term one all staff engaged in Management of Actual or Potential Aggression (MAPA) PL. This training developed staff ability to utilise verbal and non-verbal strategies to support students and minimise the likelihood that anxious and disruptive behaviours would escalate. During term two and three staff undertook Trauma Informed Care (TIC) PL to develop a deeper understanding around best practice to support the complex needs of individual students. In term four support unit teachers and four assistant principals completed the Berry Street PL. The aim was to build upon knowledge developed through the previous PL and learn practical strategies to strengthen our ability to support student wellbeing. Our ability succeed with this initiative will be further strengthened when four additional staff engage in Berry Street PL in 2022, building our capacity to embed the philosophy into practice.

Professional dialogue around evidence-based practice was a focus across the school. Executive and stage teams meet to ensure student learning and well-being was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across all stages, in the form of professional learning and mentoring, has been provided for staff at their point of need. Student learning and well-being outcomes have been tracked through the collection and analysis of data and have shown improvement across the board.

To support student attendance we developed systematic attendance procedures, such as a flow chart explaining attendance procedures and utilised the SENTRAL parent portal to communicate with parents and follow up on student absences. We also assigned a dedicated attendance supervisor to collect and analyse attendance data and to support staff around attendance processes. We used existing structures such as attendance rewards at Assembly and resources to promote positive attendance. Unfortunately, due to the impact of Covid lockdowns and student and staff sickness it was difficult to gain momentum. Our next phase of work will be to embed professional learning around attendance procedures in staff meetings, ensure positive reinforcement for attendance is clearly articulated in policy and involve our families/community in attendance procedures. more regularly.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of student attendance trending towards the lower bound target.	The number of students attending greater than 90% of the time or more is 54.96%, indicating progress yet to be seen toward the annual progress measure. The reliability and consistency of this data has been compromised due to the Covid and roll marking procedures during 'learning from home' periods.
TTFM Wellbeing data, (advocacy, belonging, expectations) trending towards the lower bound target.	Tell Them From Me data Term 4 2021 indicates 84.05% of reported positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is a 2.85% increase from our baseline data.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in: targeted, systematic and explicit instruction based on language needs prior to learning ensured the EAL/D student is more confident and experienced success with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to develop the capacity of teacher next year to continue to implement the same framework.</p>
<p>Integration funding support</p> <p>\$81,393.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bowen Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of targeted social skills programs. • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All plans were developed and updated in collaboration students, parents, external agencies and teachers and proved responsive to student learning needs ensuring eligible students receive personalised learning and support within their own classrooms and on the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Strengthen practice to engage the services of the Learning and Wellbeing Officer, AP Learning and Support Teacher, outside agencies and therapists to inform PLSP. LST to conduct regular reviews of individual student needs to adjust supports with a focus on the best use of IFS.</p>
<p>Socio-economic background</p> <p>\$586,974.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bowen Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Socio-economic background</p> <p>\$586,974.34</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Increased Student Engagement • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • additional staffing to implement targeted interventions to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -Year 5 NAPLAN results are above SSSG in all domains - a 13.7% improvement in Year 5 NAPLAN Numeracy results from 2019 to 2021 - Reading and Numeracy results in the top 2 bands are trending upwards by 4.82% from baseline data -Year 3, 5 and 6, Term 4 Check in Assessment data above state SSSG - the implementation of targeted speech and occupational therapy programs for targeted students and stage groups. - individual student learning and wellbeing enhanced by specialist support and targeted interventions - executive staff embedding practices from the 7 Habits of Highly Effective People training has built leadership capacity across the school <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ additional staff to ensure ensure smaller student teacher ratios to enable to school to better support student learning and wellbeing. Embed the consistent implementation of targeted learning interventions in both literacy and numeracy across the school.</p> <p>Next year the school will continue to employ an external psychologist, speech pathologist and occupational therapist to work with staff and students to implement individual and class programs to meet the individual needs of students.</p>
<p>Aboriginal background</p> <p>\$329,939.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bowen Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Increased Student Engagement • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of AEO to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • implemented innovative programs such as the Connections Program, Yindyamarra, Cultural Choir and Didgeridoo Group. Aimed at building student links to culture, community and self. The Connections Program also facilitates smooth transition to high school and Junior AECG participation. <p>The allocation of this funding has resulted in:</p> <p>Tell Them From Me data indicating 74% of Aboriginal students feel a sense of belonging at school. 90% experience expectation for success and 84% experience advocacy at school.</p> <p>Partnerships with Verto to support the Connections Program have improved understanding of Aboriginal culture and the sense of belonging and improved wellbeing outcomes for our for our Aboriginal students , supporting them to better engage in learning.</p>

<p>Aboriginal background</p> <p>\$329,939.02</p>	<p>Over the past 3 years we have seen a 30% increase in Stage 3 students who attend school 90% of the time.</p> <p>2021 NAPLAN results show that Aboriginal students at Bowen achieved higher than the state average in Spelling and Writing, and better than the Similar School Groups in Reading, Writing, Spelling, Grammar and Numeracy. The average Year 5 reading scaled growth was 97.2% compared to a state average of 85%. Bowen's numeracy scaled growth was 94% compared to the state average of 89.7%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to closely monitored ATSI data to raise expectations of learning trajectories for Aboriginal students</p> <p>Staff to engage in Aboriginal Cultural Education PL to enable them to deliver inclusive programs that are engaging, culturally safe, relevant that acknowledge Aboriginal perspectives.</p> <p>Continue implement the Connections Program to strengthen cultural identity, build community understanding of Aboriginal perspectives and strengthen our school culture.</p> <p>Develop stronger partnerships with the local AECG.</p> <p>Continue to employ additional SLSO's to support individual student needs.</p>
<p>English language proficiency</p> <p>\$4,246.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bowen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in:</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ongoing targeted support for identified EAL/D students.</p>
<p>Location</p> <p>\$1,518.74</p>	<p>The location funding allocation is provided to Bowen Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Increased Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • providing students with economic support to ensure equitable access to excursions. • Offer rewards each term to students who achieve class attendance targets and attendance rates greater than 90%. We have regular fortnightly meetings with the Home School Liaison Officer to assist in maintaining positive school contact with our parent community. A feature of this system is a trip to the bowling alley at the end of the year for students who have achieved a 100% attendance rate. <p>The allocation of this funding has resulted in:</p> <p>Meeting our attendance targets; our upper bound target is 79% and our current attendance rate is at 88%. This has meant that teachers have more students in front of them more often, providing more teaching time for each student and a greater chance of student engagement and improving</p>

<p>Location</p> <p>\$1,518.74</p>	<p>learning outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use these funds to supplement excursions by providing financial support to ensure all students can access excursions. Appointed a dedicated staff member who monitors attendance weekly and maintains a register of attendance rates that fall below 85% and directs staff in the appropriate course of action.</p>
<p>Literacy and numeracy</p> <p>\$4,780.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bowen Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy • Used diagnostic assessment tools to identify students at risk of not meeting literacy and numeracy standards. Results were critically analysed at class, cohort and individual student levels. Differentiated teaching strategies and tiered interventions for targeting outcomes were researched and developed to support student's needs and drawn from proven, evidence-based programs such as Macq-Lit. Staff were trained in their effective use and delivery to develop their ability to identify appropriate interventions based on student needs. We continue to monitor student progress and the impact through regular assessment of student learning. <p>The allocation of this funding has resulted in: Updating decodable reading resources to meet the needs of students</p> <p>80% of our K-2 students achieving beyond their Reading and Numeracy benchmarks, assessed against the Numeracy and Literacy Progressions</p> <p>After evaluation, the next steps to support our students with this funding will be: Purchase of more decodable readers for students, K-6 to further enhance the quality of guided reading lessons.</p>
<p>Early Action for Success (EaFS)</p> <p>\$171,512.97</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Bowen Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader (IL) to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • IL to build teacher capacity to understand and utilise the Literacy and Numeracy Progressions to evaluate and support student development. • Adjust and implement a whole school assessment schedule to support effective assessment, data collection and analysis. Allowing teachers to systematically collect, analyse and monitor student progress in order to optimise student well-being, teaching and learning practices. • Completed a 3 year focus to strengthen students' writing ability.

<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -collaborative planning time for stage teams to create teaching and learning programs based around student needs and data. - teachers have developed their own pedagogy with the IL and stage leaders through targeted professional learning, modelled lessons and co teaching and planning. <p>The effectiveness of the writing initiative ensured the average NAPLAN writing scores between 2017 - 2021 have grown to above state average.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>transferring the role of the Instructional Leader across to the new K-2 and 3-6 Curriculum and Instruction roles in 2022.</p> <p>APC&I support staff to gain practical skills in the development of rich assessment tasks.</p> <p>Develop the capacity of new staff members to incorporate formative assessment throughout lessons, ensuring they make daily informed decisions in relation to appropriate learning strategies based on student need.</p>
<p>QTSS release</p> <p>\$52,022.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bowen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>Additional RFF as a stage team supports collaborative practices Improving teacher capabilities and confidence to effectively plan, program and evaluate. Providing the opportunity for teachers to develop consistent judgment across their stage. Resulting in high quality teaching practices shared among staff, PDP goals are sharper and focused on specific, measurable improvements, improved staff performance and accountability for their contributions to student outcomes.</p> <p>The RFF model has supported successful and sustained improvement in student expected growth in NAPLAN data, as evidenced by an increase in 20.37% expected growth in Reading and 14.53% in Numeracy since the introduction of the model in 2016. A disruption to the RFF model due to leadership change in 2020 and a to lack of available staff and Covid related disruptions in 2021 has negatively impacted teacher development and as a result student growth.</p> <p>100% of staff indicated that Bowen PS is focused on improving the work we do in the "People Matter" survey. 95% said they receive help and support from their workgroup, 94% revealed that Bowen PS was committed to developing its employees and 92% of staff report that they receive appropriate training and development to do their jobs well.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to provide additional RFF to all staff K-6 for collaboration with their stage team and executive.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$35,317.17</p>	<p>Bowen Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs.</p>
<p>COVID ILSP</p> <p>\$226,166.22</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of skilled SLSOs to deliver small group tuition in both literacy and numeracy. This has included MacqLit and MiniLit intervention groups. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress in the targeted learning area.</p> <ul style="list-style-type: none"> - 62.67% of targeted students answered all or most questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly captured in PLAN2. - 60.5% of students targeted in Year 4 answered all numeracy questions correctly in the Term 4 Check-in assessment. - 46.8% of students targeted in Year 3 answered all numeracy questions correctly in the Term 4 Check-in assessment. <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Low level adjustment for disability</p> <p>\$244,753.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Bowen Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

Low level adjustment for disability

\$244,753.06

include:

- employment of interventionist teacher, speech and occupational therapist
- targeted students are provided with an evidence-based intervention including MiniLit, MacqLit, phonological awareness, Therabee and TEN to increase learning outcomes
- LST review to ensure effective and systematic processes are embedded and all staff are aware and can use to impact students at their point of need.

The allocation of this funding has resulted in:

A planned approach to support individual learning needs through additional targeted tier 3 and tier 2 literacy and numeracy support for identified students. Positive outcomes include, Year 1 students who received targeted Phonological Awareness intervention improved on average 8 reading levels over an 18-week period and Kindergarten students showed a 69% improvement from baseline data collected the at the same time the previous year.

A more streamlined and consistent approach to student learning support through improved systems and processes to better support the additional needs of students. More students accessed the LST than previous years and all students referred to the LST progressed towards their personalised learning goals. LST were responsive to student data, teacher referrals and PLSP reviews and adjusted individual supports, interventions and funding use throughout the year to better address student's changing needs.

The school was able to release teachers to attend complex case meetings and work closely with the families, the Learning and Wellbeing Officer, the AP Learning and Support Teacher, outside agencies and therapists to develop individualised PLSPs ensured students receive effective personalised learning and support.

Student responses in the TTFM Survey indicate we are above state norms in our use of explicit teaching and feedback

After evaluation, the next steps to support our students with this funding will be:

Continue to provide and strengthen targeted intervention for individuals and small groups.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	128	137	136	135
Girls	115	126	106	102

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	91.1	87	91.4
1	93.1	91.1	86.5	88.4
2	91.2	90	89.1	89.6
3	92.9	90.3	86.6	91.4
4	92.9	92.5	86.7	89.6
5	92.3	88.7	88.7	86.4
6	89.7	93.3	86.1	89
All Years	92.2	91	87.2	89.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	9.64
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	6.42

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	406,199
Revenue	4,688,738
Appropriation	4,656,964
Sale of Goods and Services	3,459
Grants and contributions	28,270
Investment income	46
Expenses	-4,781,082
Employee related	-4,409,334
Operating expenses	-371,748
Surplus / deficit for the year	-92,344
Closing Balance	313,855

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.

	2021 SBAR Adjustments (\$)
Targeted Total	82,156
Equity Total	1,165,913
Equity - Aboriginal	329,939
Equity - Socio-economic	586,974
Equity - Language	4,247
Equity - Disability	244,753
Base Total	2,464,454
Base - Per Capita	64,321
Base - Location	1,519
Base - Other	2,398,614
Other Total	526,547
Grand Total	4,239,070

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.



Parent/caregiver, student, teacher satisfaction

Consultation with focus groups about key school issues is regularly undertaken. The Parent and Community (P&C) Association is the key consultative group for our parents. Parents regularly endorse the school and expressed satisfaction with how well the Bowen cares for students and caters for individual needs students. Parents also gave positive feedback around staff communication and dedication to their job. In the 2021 TTFM parent survey, parents indicated that they can easily speak with the teachers and Principal. Unfortunately due to low participation rates in the parent Tell Them from Me survey, a broader range of feedback was not elicited in 2021.

The Student Representative Council (SRC) is the key consultative group for our students. Results from the 2021 Tell Them From Me surveys report 84% of students feel they have advocacy at school (20% above the State average), 98% believe Bowen sets expectations for success, 74% feel a sense of belonging (17% above state average), 96% of students value their schooling and 81% have a sense of school pride.

Results from the People Matter Survey show that 100% of teachers, SLSOs and School Administrative and Support Staff (SASS) at Bowen Public School would recommend the school as a great place to work. 95% agreed that there is good team spirit, that they are treated respectfully by their workgroup and their manager encourages and values employee input. The survey also reported 94% of staff feel a strong personal attachment to the school, they feel that the school motivates them to achieve its objectives and vision, and that the school inspires them to do their best in their jobs.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.