

2022 Annual Report

Bowen Public School



4538

Introduction

The Annual Report for 2022 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 is highly regarded in the Orange community and is known for its strong collaborative and inclusive culture. The school has approximately 260 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 has 14 classes, made up of 10 mainstream classes K-6, and 4 support classes Preschool to Year 6.

Students are supported by over 50 staff, including classroom teachers, specialist teachers, school learning support officers (SLSO), an Aboriginal education officer, administration and technical support staff, school counsellor and a community liaison officer. A culture of high expectations is embedded in the school and supports student growth. Student literacy and numeracy data informs staff professional development needs and is further enhanced by the knowledge, support and direction of 2 Assistant Principals Curriculum and Instruction.

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 wellbeing practices are varied and developed through a strength-based approach that fosters student engagement. Diverse learning needs are supported through creating a safe, predictable learning environment, where staff nurture strong, trusting relationships which are safe, respectful and supportive, and challenge students to achieve outstanding personal growth through learning.

Bowen is modern and well-resourced through the Resource Allocation Model (RAM) which is utilised to improve student learning outcomes and build teacher capacity. The school implements a range of strong, research based, academic programs to achieve positive student learning outcomes. All students benefit 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 teachers who work in targeted areas to improve outcomes for our students.

The school's strategic directions include: Student growth and attainment and Connect, Succeed, Thrive and Learn

The school will focus on several aspects of the School Excellence Framework and aspire to excel in these areas over the next four years. These areas include:

1. Explicit Teaching
2. Data Skills and Use
3. Wellbeing
4. Assessment

The school community was consulted during the development of the situational analysis, and the findings informed the Strategic Improvement Plan. The analysis identified that:

* promote exceptional growth and attainment in reading and numeracy by implementing explicit teaching practices, and building capabilities in the use of data to drive effective classroom practice and learning. Ensuring every teacher has a deep understanding of how to move students along in learning for maximum growth. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

* 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 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
- Use of Data to Inform Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$170,799.40

Professional learning: \$13,000.00

Socio-economic background: \$349,544.12

Aboriginal background: \$197,838.00

Low level adjustment for disability: \$183,873.60

Summary of progress

An initial analysis of current reading instruction across the school was conducted and data was analysed from NAPLAN, Check- In Assessments (Years 3-6), Phonics Diagnostic Assessments (Years K-6) and Phonics Screening Tool (Year 1). The leadership team planned to develop teacher pedagogy and ability to embed evidence based explicit reading practices that would result in improved reading outcomes for students. Guided by the work of Hollis Scarborough (2021) and Deslea Konza's 'Big Six', we aimed to develop understanding of the complex cognitive process of reading, and how components work together as students read increasingly complex texts. Monitoring Graphs were collated and updated every 5 weeks to show student reading levels, growth or students that required further interventions.

Professional Learning (PL) aimed to develop understanding of the science of reading to inform the explicit teaching of reading. This built on our work from 2021 where Phonological Awareness and Phonics had been a focus. All K-2 teachers and support staff explicitly teach phonological awareness and phonics utilising the Department of Education (DoE) Phonological Awareness and Phonics Diagnostic Assessments to inform teacher practice. K-2 staff are engaged with the Guided Reading process and their confidence is increasing. They are developing an understanding of evidence-based instruction and explicitly teaching the components of effective reading including the use of the Gradual Release of Responsibility (GRR) model. Early Stage 1 use decodable texts to support students and provide the opportunity to practise what has been taught during explicit, systematic phonics instruction. In 2023, a key focus will be providing all staff with PL in understanding how fluency is fundamental to student reading comprehension as it is the critical bridge between word recognition and the ability to comprehend texts.

In 2022, we delivered PL to support staff to utilise the Understanding Text element of the National Literacy Learning Progression. However, after the PL it was apparent there was inconsistency in entering reading data for students against Understanding Texts. We have identified that staff require additional support in this area. We plan to work collaboratively with teachers in 2023 in stage teams to set up focus areas in PLAN2 before, during and after reading instruction, to monitor reading development, evaluate the impact of their instruction and demonstrate growth.

Throughout 2022 we had the opportunity as a self-selector school to trial the implementation of the new English and mathematics K-2 syllabus and resources. All K-6 staff engaged with these resources in conjunction with the DoE professional micro-learning to develop a deeper understanding of the evidence base. This further enhanced and reinforced our work with effective reading. Year 1 implemented the units for both English and mathematics and provided feedback to the developers. In 2023, all K-2 classes will embed the units into their teaching and learning programs. During Semester Two, 3-6 teachers will familiarise and engage in the resources for the new English and mathematics curriculum.

In 2023, all teaching staff will engage in the professional learning, *Big Ideas to Start Strong* to strengthen their understanding of the foundations of early numeracy development. Teachers will use the National Numeracy Learning Progression to track Number & Place Value and Counting Processes. Reciprocal Numeracy Groups will be created for targeted students in Year 2 & 4 to support growth in focus areas.

We continued to allocate funds to employ a student liaison support officer's (SLSO's) in every class to support the

delivery of targeted interventions and cater for additional learning and wellbeing needs of students. Relevant assessments, analysis of data and student work samples informed targeted interventions delivered in literacy and numeracy.

We also employed a psychologist, 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 worked 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. These supports will be continued 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
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 7% from baseline data.	The percentage of students achieving in the top two skill bands (NAPLAN) for reading increased to 22.2% indicating progress above the annual trajectory and towards the upper bound target.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 7.1% from baseline data.	While we have increase the percentage of students in the top 2 numeracy bands the proportion is below 7.1%.
Increase the percentage of students achieving expected growth in NAPLAN reading by 7.6% from baseline data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 6.9% from baseline data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

Low level adjustment for disability: \$57,511.75

Professional learning: \$15,245.51

Socio-economic background: \$137,524.49

Aboriginal background: \$43,945.59

Summary of progress

In 2022, we aimed build on work in 2021 and further strengthen our ability to deliver a planned approach to wellbeing. We embedded additional improvements to the Learning and Support processes, including engaging the school Business Manager (BM) in the Learning and Support Team (LaST) administration role, ensuring LaST systems were further refined and used to communicate, record and monitor actions and outcomes for students over time. As a result of this process, we regularly revisit student support needs over a 5 week cycle and to check if intended actions are completed or are still pending. We have become more adept at working collaboratively with students, families, Allied Health Services, the Department Learning Support and Wellbeing Team; including accessing behaviour and Out of Home Care (OOHC) support. Stage leaders and class teachers are more aware of their role and responsibilities within LST processes. This has ensured the LaST are more accountable and facilitated collective responsibility for student learning and success. Overall we have increased our ability to deliver appropriate supports for individual students and have developed a culture of whole school, collective responsibility for student learning and wellbeing.

In 2022, we aimed to increase the percentage of students attending more than 90% of the time by 2.9%. In Semester 2 2021, 52.3% of students were attending more than 90% of the time. Our data at the end of Semester 2 2022 indicated a decrease in the percentage of students attending more that 90% of the time to 42.5%. We did however show an increase from Term 3 which was 41.1% to Term 4 which increased to 48.3%. We have identified that our attendance procedures and incentives need to be reviewed and refined to further support students and families to improve school attendance. In 2023, we will evaluate our attendance procedures and engage the support of the Learning, Support and Wellbeing Team.

Initiatives to increase student engagement included opportunities for Stage 3 girls to participate in the combined schools Wula Gurray Choir, establishing a 3-6 Aboriginal dance group and providing additional swimming programs for Stage 2 students. Funding was provided to ensure students could participate in whole school activities, including extra-curricular activities and excursions. We facilitated students to feel a positive sense of belonging within our school community through a successful whole school focus on wearing the correct school uniform. In Semester 2, four staff attended Berry Street Professional Learning (PL). In Term 4 PL was delivered to introduce Berry Street strategies to the whole staff. Over the past two years staff have demonstrate increased expertise in teaching students with complex needs, resulting in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships are evident and widespread between staff and students. The Tell Them From Me (TTFM) Survey indicates growth between June to November on the ten-point scale for positive teacher-student relations and a 19% increase in students reporting a positive sense of belonging at school. Suspension rates have reduced by 30% in the past twelve months Positive student to student relationships are down 3% and lifting positive social engagement will be an area of focus next year. Due to staff turnover four additional staff will attend Berry Street PL in 2023. Training an additional four staff and establishing a dedicated team to support the implementation of Berry Street will support a strength-based learning environment.

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
<p>Attendance</p> <p>Increase the percentage of students attending above 90% of the time by 2.9%</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 18% and we sit 1.1% above State levels. This decrease in attendance levels was significantly affected by public health orders and school lockdowns.</p>
<p>TTFM Wellbeing data, (advocacy, belonging, expectations) increases to be at or above the lower bound system negotiated target of 86.6%.</p>	<p>72.6% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) in the Term 1 TTFM Wellbeing data.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,222.00</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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • improved engagement with the Learning and Wellbeing Officer, AP Learning and Support Teacher, outside agencies and therapists to inform PL&SPs. • improved ability to review individual student needs and make adjustments to plans to ensure all eligible students demonstrated progress towards their personalised learning goals. • higher levels of individualised support ensured all students who receive Integration Funding Support (IFS) gained greater access to the curriculum which was differentiated to support growth in literacy and numeracy as demonstrated by NAPLAN, Check in Assessment and Diagnostic Assessment results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to embed Learning and Support Team (LaST) processes to support students on IFS. • ongoing employment of Student Learning Student Officers (SLSO's) with particular skills sets to best cater for the complex learning and wellbeing needs of our Integration Funded Students (IFS).
<p>Socio-economic background</p> <p>\$571,997.61</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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Wellbeing • Use of Data to Inform Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional School Learning and Support Officers to support targeted classroom learning interventions. • employment of Speech Pathologist to develop student phonological awareness, articulation, vocabulary, receptive language and expressive language. • an additional classroom teacher was employed to reduce class sizes K-6. • staff were employed to provide stage based teaching teams with additional time engage in targeted professional learning and to collaboratively plan for a consistent approach to teaching and learning programs. • all students Years 1-6 accessed a personal Chromebook and charging stations to support access to the curriculum. • assisting students with economic support for educational supplies, uniforms and excursion costs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • this year we saw a 7.2% increase in students achieving in the top 2 bands

<p>Socio-economic background</p> <p>\$571,997.61</p>	<p>in NAPLAN reading.</p> <ul style="list-style-type: none"> • Year 3 Average NAPLAN scores have improved by 67.1 and are above State levels. • Year 5 NAPLAN Reading Data indicates that students are still performing below the state average, and are on par with SSSG. • DoE Diagnostic Assessments indicates all infants teachers and support staff are now using Phonological Awareness and Phonics Diagnostic Assessments to inform teacher practice. • Year 3 and 5 Average NAPLAN Scores have continued to show growth reading, grammar and punctuation, and spelling • Reading Check In Assessment Data compared to other schools is as indicated; Year 3 - Bowen 47.4% SSSG 37.2% State 53.5%; Year 4 - Bowen 45.3% SSSG 38.3% State 52.3%; Year 5 - Bowen 42.5% SSSG 38.4% State 51.0%; Year 6 - Bowen 44.8% SSSG 42.7% State 55.0 % <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of an additional skilled literacy and numeracy teacher and pursue ongoing improvements to the implementation of targeted learning interventions in both literacy and numeracy across the school. • The school will continue to employ an external speech pathologist to implement individual, small group and whole class programs and build staff knowledge and capacity to understand complex student need and adjust learning environments as a result. • Continue to employ additional staff to ensure ensure smaller student teacher ratios to enable to school to better support student learning and wellbeing. • Substantial funds will again be allocated to ensure appropriate resourcing across the school and to subsidise school events ensuring all students can access and engage in all school activities. • Universal and targeted, intensive attendance support strategies will be reviewed and enhanced.
<p>Aboriginal background</p> <p>\$343,386.59</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"> • Explicit Teaching • Wellbeing • Use of Data to Inform Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency • community consultation and engagement to support the development of cultural competency and strengthen transitions through the Connections Program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • a steady increase in the percentage of Aboriginal students in the top three bands in reading from 25.68% in 2019; 30.3% in 2021; to 35.1% in 2022. • 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. • The percentage of positive Aboriginal student responses in The Tell Them From Me Survey have increased in 'advocacy at school' and are above

<p>Aboriginal background</p> <p>\$343,386.59</p>	<p>State And SSSG schools. However, they have decreased in 'expectations for success' and 'feeling a sense of belonging.' Advocacy at school - Bowen 88% State 64% SSSG 80% Expectation for success - Bowen 81% State 92% SSSG 83% Sense of belonging at school - Bowen 42% State 55% SSSG 61%</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • employment of additional Aboriginal/Torres Strait Islander staff to cater for needs students and facilitate cultural understanding within the school. • continue to closely monitored ATSI data to raise expectations of learning trajectories for Aboriginal students • staff to engage in ongoing Aboriginal Cultural Education PL to enable them to deliver inclusive programs that are engaging, culturally safe, relevant that acknowledge Aboriginal perspectives. • continue implement the Connections Program to strengthen cultural identity, build community understanding of Aboriginal perspectives and strengthen our school culture. • continue to employ additional SLSO's to support individual student needs.
<p>Location</p> <p>\$1,366.87</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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • subsidised the Musica Viva incursion, resulting in all students attending the event and engaging in the live performance and consequent curriculum-aligned lessons. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • we will continue to support students who require financial support.
<p>Professional learning</p> <p>\$28,245.51</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • Wellbeing • Increased Student Engagement • 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"> • Literacy, numeracy and wellbeing PL throughout the year for staff, K-6. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • whole school increased understanding of the new K-2 English and mathematics Syllabus. • developed the capacity of Stage 1 teachers to deliver the new English and mathematics Curriculum. • 93% of staff indicated that they understand what is expected of them to do their job well in the "People Matter" survey. • after delivery of PLAN2 Understanding Texts professional learning only 2 out of 14 teachers reported they entered data for students against Understanding Texts. Surveys indicated 47% of teaching staff currently do not use PLAN2 and 59% of teaching staff are not familiar with Understanding Texts from National Literacy Learning Progressions.

<p>Professional learning</p> <p>\$28,245.51</p>	<ul style="list-style-type: none"> • increased numbers of staff are engaged with the Guided Reading process and their confidence is increasing. They are developing an understanding of evidence-based instruction and plan for explicit teaching of the components of effective reading. Teachers are consistently monitoring growth through diagnostic tools and monitoring graphs across K-6. In K-2 classrooms teachers are explicitly teaching phonological awareness and phonics. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • improve teacher understanding of the National Literacy and Numeracy Learning Progressions - Understanding Text, Number & Place Value and Counting Processes. • develop teacher ability to consistently embed the process of entering data and track student growth in PLAN2- Understanding Text, Number & Place Value and Counting Processes on PLAN2 every 10 weeks. • NAPLAN and Check -In data highlight the need for ongoing development 3-6 in the reading processes, especially comprehension. A key focus will be providing all staff with an opportunity to gain an understanding of how fluency is fundamental to student reading comprehension as it is the critical bridge between word recognition and the ability to comprehend texts.
<p>QTSS release</p> <p>\$50,450.32</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"> • Other funded activities <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 • two executive staff attending The Art of Leadership professional learning (PL). This PL is grounded in The Leadership Framework and models ways to achieve personal and systematic change. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • additional RFF as a stage team develops 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 and improved staff performance. • beginning teachers gaining a greater understanding of the DoE systems, protocols and duties, and gain a deeper understanding need to be an effective and efficient teacher who works within a system. • all teachers increased their knowledge of how to teach the new English and mathematics curriculum. • in the 2022 People Matter Survey 93% of staff indicated that our workplace works collaboratively to achieve its goal and 93% of staff surveyed understand what is expected of them to do well in their job. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • PDP goals will be sharper with an improved focus on specific, measurable improvements and accountability for their contributions to student outcomes. • develop middle and aspiring leaders across the school and facilitate a culture that all school leaders are Instructional Leaders. We will improve staff ability to analyse student data to inform practice and model quality explicit teaching practices to their peers, to drive improvement in positive student learning outcomes. • continue to provide additional RFF to all staff K-6 for collaboration with their stage team and executive.
<p>COVID ILSP</p> <p>\$180,933.00</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</p>

<p>COVID ILSP</p> <p>\$180,933.00</p>	<p>school as most likely to benefit from additional support in 2022.</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 highly skilled Student Learning Support Officers (SLSOs) to deliver small group tuition in both literacy and numeracy. This included MiniLit and MacqLit intervention groups. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • employment of SLSO's to deliver intensive small group literacy and numeracy tuition for identified students who were working just under stage expectations. • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to use data sources to identify specific student need and provide ongoing literacy and numeracy support, through small group tuition in line with the program guidelines . • additional in-class support for identified students to continue to meet their personal learning goals will be an ongoing priority. • other successful aspects of this initiative will be carried forward into 2023 include: administration of assessments like the MiniLit and MacqLit placement test and IfSR to identify areas of need, using recommendations from the speech pathologist to create small language intervention groups, using Learning
<p>Low level adjustment for disability</p> <p>\$241,385.35</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 • Wellbeing • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of an Occupational Therapist to provide intervention programs that support student needs and self regulation for identified students • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multilit and MacqLit to increase learning outcomes • monitoring graphs were collated and updated every 5 weeks and used to show student reading levels, growth or students that require further interventions • Year 4 Check-In Data showed all 6 students in the Reciprocal Reading Group improvement from Term 1 to Term 4 • Year 5 Check In Data showed all 9 students in the intervention group regressed from 2021 to 2022.

Low level adjustment for disability

\$241,385.35

• In the 2022 People Matter Survey 100% of staff surveyed indicated that Bowen Public School considers customer needs when planning our work.

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

• extend the intervention program to include numeracy and continue to implement the literacy intervention program targeting specific students according to point of need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	137	136	135	147
Girls	126	106	102	103

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	87.0	91.4	84.4
1	91.1	86.5	88.4	85.8
2	90.0	89.1	89.6	83.9
3	90.3	86.6	91.4	86.9
4	92.5	86.7	89.6	88.1
5	88.7	88.7	86.4	86.7
6	93.3	86.1	89.0	83.3
All Years	91.0	87.2	89.4	85.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	11.74
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	313,855
Revenue	4,902,855
Appropriation	4,841,194
Sale of Goods and Services	4,001
Grants and contributions	56,683
Investment income	878
Other revenue	100
Expenses	-4,677,581
Employee related	-4,248,171
Operating expenses	-429,410
Surplus / deficit for the year	225,275
Closing Balance	539,130

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.

	2022 SBAR Adjustments (\$)
Targeted Total	42,222
Equity Total	1,156,770
Equity - Aboriginal	343,387
Equity - Socio-economic	571,998
Equity - Language	0
Equity - Disability	241,385
Base Total	2,758,415
Base - Per Capita	64,014
Base - Location	1,367
Base - Other	2,693,035
Other Total	508,355
Grand Total	4,465,762

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

The Tell Them From Me Survey has been used to gather information about parent, student and teacher satisfaction. The parent and teacher surveys utilise a 10-point scale (0 indicates strong disagreement; 5 indicates a neutral position; 10 indicates strong agreement). Results are included below:

Parents - Partners in Learning Parent Survey

Reports on parents perceptions of their children's experiences at home and school.

Parents feel welcome: Bowen 7.7 (NSW Govt Norm 7.4)

Parents are informed: Bowen 7.1 (NSW Govt Norm 6.6)

Parents support learning at home: Bowen 6.9 (NSW Govt Norm 6.3)

School supports learning: Bowen 7.6 NSW (Govt Norm 7.3)

School supports positive behaviour: Bowen 8.1 (NSW Govt Norm 7.7)

Safety at school: Bowen 7.3 (NSW Govt Norm 7.4)

Inclusive school: Bowen 7.9 (NSW Govt Norm 6.7)

Students - Student Outcomes and School Climate

Reports on the drivers of student outcomes.

Advocacy at school Bowen 88% (22% above the State average)

Expectations for success: Bowen 81% (6% above State average)

Sense of belonging: Bowen 42% (7% below State average).

Teachers - Focus on Learning

Reports on the eight drivers of student learning.

Leadership: Bowen 7.6 (NSW Govt Norm 7.1)

Collaboration: Bowen 8.2 (NSW Govt Norm 7.8)

Learning Culture: Bowen 7.5 (NSW Govt Norm 8.0)

Data Informs Practice: Bowen 8.1 (NSW Govt Norm 7.8)

Teaching Strategies: Bowen 7.8 (NSW Govt Norm 7.9)

Technology: Bowen 5.8 (NSW Govt Norm 6.7)

Inclusive School: Bowen 8.0 (NSW Govt Norm 8.2)

Parent Involvement: Bowen 6.5 (NSW Govt Norm 6.8)

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.