

2023 Annual Report

Bowen Public School



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Introduction

The Annual Report for 2023 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.

School contact details

Bowen Public School

Park St

Orange, 2800

<https://bowen-p.schools.nsw.gov.au>

bowen-p.school@det.nsw.edu.au

6362 3655

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 supportive, trusting relationships 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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
Professional learning
Beginning teacher support
New Arrivals Program
Low level adjustment for disability
Socio-economic background
QTSS release
Integration funding support
Aboriginal background

Summary of progress

BIG IDEAS IN NUMBER

What did we do?

Facilitated Department of Education Professional Learning (PL) 'Becoming Mathematicians: Big Ideas to Start Strong Across K-6', with the aim to increase teachers' knowledge of effective evidence based teaching strategies. Teachers applied learned knowledge, skills and understanding to modify aspects of their teaching practice, to ensure consistency across K-6 leading to facilitate improved learning outcomes for students.

How well did we do it?

Staff engaged in learning modules 1 to 4 of 'Big Ideas to Start Strong Across K-6', as evident through meeting minutes and observations of staff actively engaging in learning. Original timelines were extended into 2024 to ensure staff embedded learning and developed a deep conceptual understanding of the evidence based teaching strategies.

What was the impact of what we did?

61.1% of teaching staff have completed all modules 1 to 4. Teachers have indicated through a post module survey that:

- they are developing a deeper understanding of the foundations of mathematics,
- integrating more hands-on learning opportunities and rich tasks focusing on working mathematically,
- there is a focus on scaffolding of explicit instruction throughout the lesson.

Next Steps

- Completing modules 5 - 9 in 2024
- Unpack the research in conjunction with the implementation of the new 3-6 Mathematics syllabus, through collegial RFF planning sessions and PL.
- Trail and utilise High Impact Teaching Strategies (HIT) using the teaching and learning cycle.

EFFECTIVE READING

What did we do?

- Staff collectively analysed NAPLAN and Check In Data.
- Teachers and executive identified areas of further development and strengths. This information identified that a school focus of 'Fluency' to improve students comprehension skills was required to meet our school based targets in reading.

How well did we do it?

Through the collective analysis of assessment data staff strengthened their data literacy skills through the analysis of their class NAPLAN and Check In results. This allowed for deep conversation and the in depth analysis of whole school strengths and areas of further development so that a professional learning focus co-designed in partnership.

What was the impact of what we did?

- Staff throughout the school are embedding systems and structures to consistently and regularly capture student learning progress in a meaningful and collaborative way.

Next Steps

- Plot every student against the PLAN 2 Fluency indicators
- Analyse PLAN 2 Fluency results
- Identify professional learning and resources required to address the gaps in student learning progress

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 mean scaled score of Years 4 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	* The mean scaled score of Year 4 and 5 Reading Check-In Assessment increased.
Increase the mean scaled score of Years 4 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	* The mean scaled score of Year 4 and 5 Numeracy Check-In Assessment increased.

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

Professional learning
Integration funding support
Aboriginal background
Per capita
Socio-economic background
Location

Summary of progress

ATTENDANCE

What did we do

- Continued proactive rewards to encourage school attendance.
- We reviewed and refined our attendance tracking procedures to monitor attendance under 85% and record actions taken.
- Professional learning for staff to inform their knowledge of attendance policy and procedures.
- Attendance incentives included; class rewards, whole school weekly attendance for classes with over 94% attendance, end of term rewards and yearly rewards.
- SMS generated at 10am notifying parents/carers of student absence, phone call after 2 days absence, weekly letters generated when no explanation of absence is received.
- Ongoing referrals to Home School Liaison Officer (HSLO) and Aboriginal Attendance Officer (AAO), fortnightly meetings with HSLO, and we utilised their support of the HSLO and AAO to engage families.
- Personalise Attendance Plans (PAP) developed for students with attendance concerns.
- Attendance Report sent to all students with Semester 1 reports.

How well did we do it?

Increased engagement from families resulted in positive outcomes for students. All staff reported a greater understanding of attendance systems and processes.

What was the impact of what we did?

Positive partnerships with families.

We have achieved growth in students attending more than 90% of the time, from 42.5% in Semester 2 2022 to 50.2% in Semester 2 2023.

Overall attendance rates increase from 83.5% in Semester 2 2022 to 85.3% in Semester 2 2023.

Next steps?

Whole school focus on increasing student engagement to support school attendance.

In 2024 we aim to move closer to our pre Covid overall attendance rate of 88.1%.

Continue to refine our attendance tracking procedures to ensure we are identifying students who are attendance concerns early.

WELLBEING

What did we do?

- 4 additional staff completed the Berry Street training taking the total to twelve staff to undergone the PL and are embedding the pedagogy into their daily practice.
- Micro learning delivered to all staff with the aim to increase student engagement and build on staff understanding of trauma informed practice. We aimed to strengthen ability to create a strengths-based learning environment and instil developmentally appropriate rigour for every student.
- Formation of Berry Street Team
- Developing student leadership through Peer Support, Junior AECG, Year 6 students running the morning assembly and creating additional opportunities for students to run school events and express their voice.
- School Climate Analysis and review with exec staff, (whole staff and Stage 2&3) / TTFM survey for teaching staff and students

How well did we do it?

Mentoring opportunities given to teachers who have not undertaken the professional learning (PL), to support the implementation across the school.

Consistent application of Berry Street strategies increased in classrooms.

Student leaders successfully delivered peer support lessons.

What was the impact of what we did?

Deepening our understanding of the Berry Street Education Model (BSEM) and processes throughout the school.

Students are also beginning to practise restorative language and emotional literacy.

A collective responsibility for student learning and success is evident throughout the school.

Next steps?

Amalgamation of the Tier 2, Berry Street and LST teams and all documentation to be kept centrally.

Ongoing professional learning of Berry St modules delivered each fortnight in staff meetings throughout 2024 and 2025, to continue to strengthen our Berry Street processes, language and practices throughout the school to increase student wellbeing and engagement.

Berry St team engage in a planning day each term to analyse data and identify whole school goals and the development of the training program.

Further enhance and build on peer support.

PBL/Tier 2 enhanced with the development of restorative language and emotional literacy to support students to resolve conflicts respectfully at peer level.

Focus on facilitating increased student and community voice.

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
TTFM Wellbeing data, (advocacy, belonging, expectations) increases to be at or above the lower bound system negotiated target of 86.6%.	<p>Tell Them From Me (TTFM) data indicated :</p> <p>82% of our students surveyed felt supported by our staff.</p> <p>Students felt a greater advocacy at school compared to like schools and were 15% above the State average.</p> <p>Overall (advocacy, belonging, expectations) results have increased by 2.01% in 2023.</p>
Increase the percentage of students attending by 2.5% from the lower bound target.	<p>We achieved 8% growth in students attending more than 90% of the time and we are 12.2% above SSSG.</p> <p>Overall attendance rates increase by 2% and we are tracking 4.5% above</p>

Increase the percentage of students attending by 2.5% from the lower bound target.

SSSG.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$17,081.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • individual teacher support for newly arrived EAL/D student ensured the student developed their English language skills and resulted the student gaining in Increased access to curriculum and increased interactions with peers and teachers <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • ongoing targeted support for the student in 2024
<p>Integration funding support</p> <p>\$116,503.00</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"> • Wellbeing • Use of Data to Inform Practice <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • ongoing engagement with the Learning and Wellbeing Officer, AP Learning and Support Teacher, outside agencies and therapists to inform PL&SPs. • refined ability to review individual student needs and make adjustments to plans to ensure all eligible students demonstrated progress towards their personalised learning goals. • high levels of individualised support ensured students who receive Integration Funding Support (IFS) were supported to develop their ability to regulate their behaviour and gain 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"> • Learning and Support Team (LaST) will continue to evaluate and refine processes best 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>Socio-economic background equity loading is used to meet the additional</p>

<p>\$651,090.17</p>	<p>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"> • 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"> • resourcing to increase equitability of resources and services; including employment of speech pathologist and occupational therapist, subsidising excursions by 50%, covering the costs of all student stationery supplies and ensuring all students Year 1-6 have a personal Chromebook to utilise in the classroom. • employment of additional School Learning and Support Officers to support targeted classroom learning interventions. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Year 4 2023 cohort Reading Check-In Assessment average increased 9.4% • Year 5 2023 cohort Reading Check-In Assessment average increased 1.3% • Year 4 2023 cohort Numeracy Check-In Assessment average increased 4.6% • significant growth in phonological awareness of all Kindergarten students, as evident from baseline Best Start data to end of year Phonological Awareness Diagnostic testing. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • The school will continue to employ an external speech pathologist and occupational therapist 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. With a focus on define parameters for collaboration; including shared goals and objectives, roles and responsibilities, decision making authority and process, agreed communication channels, information sharing arrangements, agreed outcomes to be achieved, timeframe for implementation and delivering key outcomes • 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.
<p>Aboriginal background</p> <p>\$446,402.77</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"> • 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"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • community consultation and engagement to support the development of

<p>Aboriginal background</p> <p>\$446,402.77</p>	<p>cultural competency and strengthen transitions through the Connections Program</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • our ongoing partnership with Verto through the Connections Program has resulted in improved staff and student understanding of Aboriginal perspectives and history. • Tell Them From Me (TTFM) data indicates over the past twelve months our First Nation's students reported a 26% increase in their sense of belonging at school. • 2023 TTFM survey indicates a higher percentage of our First Nation's students report positive outcomes (advocacy, expectations and belonging) at Bowen than First Nation's students across the state and at like schools. <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>\$1,230.19</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"> • Wellbeing <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 Healthy Harold incursion, resulting in all students attending and engaging in the event 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>\$30,512.70</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 • 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. • 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"> • whole school increased understanding of the new English and mathematics Syllabus.

<p>Professional learning</p> <p>\$30,512.70</p>	<ul style="list-style-type: none"> • developed the capacity of all teachers to deliver the new English and mathematics Curriculum. • 85% of staff indicated that they understand what is expected of them to do their job well in the “People Matter” survey. <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>\$54,449.28</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"> • 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"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff in explicit teaching, data use, Berry Street and the new English and maths Curriculum. • 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. • all teachers increased their knowledge and are using the language and terminology of English and mathematics syllabus. K-2 teachers began to embed the new English and mathematics curriculum. <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. • continue to develop middle and aspiring leaders across the school and facilitate a culture that all school leaders are Instructional Leaders. • continue to provide additional RFF to all staff K-6 for collaboration with their stage team and executive.
<p>COVID ILSP</p> <p>\$148,321.01</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 2023.</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

<p>COVID ILSP</p> <p>\$148,321.01</p>	<p>MiniLit and MacqLit intervention groups.</p> <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 to be funded by the school in 2024 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 • 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"> • an additional classroom teacher was employed to reduce class sizes K-6. and highly skilled literacy and numeracy intervention teachers were employed to deliver targeted individualised intervention. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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 • literacy, numeracy and wellbeing data was collected each 5 weeks to monitor students growth and inform which students require further interventions • In the 2023 People Matter Survey 90% of staff surveyed indicated that Bowen Public School considers customer needs when planning our work <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • the school will continue to employ an additional skilled literacy and numeracy teacher to deliver additional support for identified students and pursue ongoing improvements to the implementation of targeted learning interventions in both literacy and numeracy across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	136	135	147	132
Girls	106	102	103	106

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.0	91.4	84.4	83.7
1	86.5	88.4	85.8	86.5
2	89.1	89.6	83.9	87.6
3	86.6	91.4	86.9	82.6
4	86.7	89.6	88.1	87.0
5	88.7	86.4	86.7	87.8
6	86.1	89.0	83.3	84.9
All Years	87.2	89.4	85.5	85.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	11.86
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.02

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	359,343.23
Revenue	5,471,632.57
Appropriation	5,409,031.93
Sale of Goods and Services	7,255.38
Grants and contributions	46,252.60
Investment income	4,092.66
Other revenue	5,000.00
Expenses	-5,426,419.47
Employee related	-4,598,122.05
Operating expenses	-828,297.42
Surplus / deficit for the year	45,213.10
Closing Balance	404,556.33

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.

	2023 SBAR Adjustments (\$)
Targeted Total	51,445
Equity Total	1,338,878
Equity - Aboriginal	446,403
Equity - Socio-economic	651,090
Equity - Language	0
Equity - Disability	241,385
Base Total	2,903,427
Base - Per Capita	69,318
Base - Location	1,230
Base - Other	2,832,879
Other Total	511,675
Grand Total	4,805,425

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023 School Climate Survey reported the following;

Parent/Carer

On average, parents and caregivers have identified the following constructs as areas of strength:

1. Affirming Diversity
2. Staff Support
3. Satisfaction with Child's Progress
4. Welcoming School
5. Condition, Maintenance and Upkeep
6. Feeling Safe
7. Rule Clarity
8. Engaging Environment
9. Communication
10. Satisfaction with School (indoor and outdoor spaces and permanent equipment)
11. Accessibility
12. Satisfaction with the School

Numerous additional areas of strength were identified. These strengths include:

* Dealing with Student Behaviour, as reported by parents/caregivers with students in years one and six

* Parent/Caregiver Involvement, as reported by:

- o Parents/caregivers with two or three children at the school
- o Stage one and two
- o Years four, one and six
- o Aboriginal/Torres Strait Islander parents/caregivers
- o Parents/caregivers who preferred not to say if they have a disability

* Assessment and Feedback, as reported by:

- o Parents/caregivers with three children at the school
- o Stage one and two
- o Years four, one and six
- o Aboriginal/Torres Strait Islander parents/caregivers

And the frequency with which parents/caregivers report that…

- * When incidences of bullying are reported to the school, they are dealt with respectfully
- * Students learn to resolve conflicts effectively
- * They work with the teachers to help improve their child's/children's performance
- * School reports give clear feedback about their child's/children's progress

Student

Students reported areas of strength as;

- * Rule Clarity (also identified as an area of strength by male middle primary students)

- * Teacher Support

- * Learning Goal Orientation

Numerous additional areas of strength have been identified; these strengths include:

- * Teacher Support, as reported by:

- o Male middle primary students

- o Year 4 students

- o Middle primary students who speak only English

- * Safe Environment, as reported by:

- o Year 6 students
 - o Aboriginal/Torres Strait Islander upper primary students

- * Self Efficacy, as reported by year 6 students

- * The frequency with which both middle and upper primary students feel that the teachers at the school care about them

- * The frequency with which upper primary students report to:

- o Feel safe in the classroom and other learning spaces at school

- o Feel safe at school

- o Belong to a group of friends

- o Feel welcome at school

- o Try their best at their schoolwork

58.06% of middle primary and 60.94% of upper primary reported they felt that there was an adult at school who cares about them.

Teacher

The top strengths identified by both teachers and non-teaching staff include:

1. Safe School Environment

2. Equity and Diversity

3. Clear School Mission

4. Job Satisfaction

Additional constructs of strength identified by teaching staff include:

1. Expectations for Success

2. Engaging Environment (not responded to by non-teaching staff)

3. Staff Psychological Safety

4. Staff Collegiality

Additional constructs of strength identified by support staff include:

1. Home-School Relationships. Note, Home-School Relationships has also been reported as an area of relative strength by stage one and three teachers.

Additional areas of relative strength identified in the staff reports include the frequency with which:

- * Both teachers and non-teaching staff feel that it is easy to ask other staff members for help
- * Teachers feel that the policies and practices help create a safe environment for all
- * Teachers actively seek to understand parent/carers expectations for their child's education

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.