



Bowen State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Bowen State Primary School has been proudly serving the community of Bowen and district since 1864. Our 440 students feel success, have positive self-image, excel and confidently master new skills. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. We aspire to empower all students to learn and reach their full potential. We believe that every student should be supported to become creative, collaborative, independent learners, who have a strong sense of community and strive for excellence.

Bowen State School is committed to knowing our students as unique individuals. We provide a student-centred, engaging curriculum that is committed to the learning development of the whole student, preparing students to be active and responsible global citizens with an inquiring minds.

At Bowen State School we aim to achieve the best educational outcomes for every student and believe that 'every child matters every day and all students can achieve'. We ensure that all students are: provided with work suitable to their learning needs; supported to have friends and great relationships at school; engaged in learning to ensure they progress towards their learning goals; respected and valued and see the value of each person's cultural identify.

Our school is active in the community, participating in Anzac Day, Festivals, community performances for special audiences (choirs, instrumental bands, recorder band and verse speaking), and local sporting competitions. Our Chaplain addresses the religious, spiritual and/or ethical needs of students. The value of the parental role in education is well recognised at Bowen SS. Parents are encouraged to become actively involved in the school, in our vibrant Parents and Citizens Association and in attending parent activities.

School progress towards its goals in 2018

School Progress towards its goals in 2017

Due to the clear vision and focus on continual student improvement and high expectations, Bowen State School attained some outstanding achievements.

- Improved results in whole school level of achievement data (LOA) English 85% of students achieved an A – C and Mathematics 87% of students achieved an A – C
- Increase in students achieving in the U2B for reading – Year 3 37.1% and Year 5 17.2%
- Breakfast club and lunchtime programs - art club, music club and sports club
- Positive Behaviour for Learning (PBL) committee formed
- Teachers' clarity of curriculum and delivery in Reading and Reading Comprehension (P-2)
- Continuation of our successful Pre-Prep transition program, which saw our 2017 Prep cohort enrol to be better prepared for Prep.
- Whole school transition days to new year – Term 4
- Enhance of school-community communication strategies
 - School newsletter
 - QSchools app
 - School website
 - School Facebook
 - Parent-teacher meetings (Term 1 and Term 3)
 - Term cohort newsletters
- 100% of staff participate in Professional Development

Future outlook

Quality Teaching and Learning in English and Maths

Strategy – Develop a whole school approach to writing.

Actions	Targets	Timelines
Increased writing across the curriculum in all P-6 classrooms <ul style="list-style-type: none">▪ Identifying the writing demands of all tasks across the curriculum areas▪ Provide clarity through learning intentions and success criteria▪ Differentiate to cater for levels of writing instruction▪ Consistent language across the school▪ Consistent collection and analysis of data	100% of teachers participating in writing moderation sessions each term U2B NAPLAN Year 3 - 40% Year 5 - 25% NMS NAPLAN Year 3 – 95% Year 5 – 95%	Ongoing

<ul style="list-style-type: none"> Moderation of C2C assessment writing tasks Ongoing demand writing tasks 		
Embed the mapping of all students to inform differentiated teaching and learning.	100% of students mapped on the writing and vocabulary aspects of the literacy continuum	Ongoing
Strategy – Develop a whole school approach to reading.		
Actions	Targets	Timelines
<ul style="list-style-type: none"> Guided Reading Lessons in all P-6 Classrooms Embed the common language around decoding, fluency and comprehension strategies Develop the structure of focussed vocabulary lessons Identify the reading and writing demands of all units of work Plan for and implement effective strategies based on ACARA year level expectations Consistent language across the school Consistent collection and analysis of data 	100% of teachers teaching guided reading 4 x a week 85% of students achieve an A-C in English U2B NAPLAN Year 3 - 40% & Year 5 - 25% NMS NAPLAN Year 3 – 95% & Year 5 – 95% PAT-Reading <u>Year 3-6:</u> 50% achieve stanine 5 or above 75% achieve stanine 4 or above	Ongoing
Strategy – Develop a whole school approach to the teaching of problem-solving and mental computations.		
Actions	Targets	Timelines
Develop and implement the use of Mathematical artefact: Whole-School Problem Solving Approach <ul style="list-style-type: none"> Embed the use of daily problem solving questions. Develop the structure of focussed vocabulary lessons Build the capacity of staff in the teaching of Mathematical Literacies (vocabulary, graphic, signs and symbols). <ul style="list-style-type: none"> Develop and implement the use of Mathematical artefact: ‘Whole-School Vocabulary Routines Menu’ 	100% of teachers using daily problem solving questions 90% of students achieve an A-C in Math U2B NAPLAN Year 3 - 35% & Year 5 - 30% NMS NAPLAN Year 3 – 95% & Year 5 – 95% PAT-Maths <u>Years 1-2:</u> 85% achieve stanine 5 or above 95% achieve stanine 4 or above <u>Year 3-6:</u> 50% achieve stanine 5 or above 75% achieve stanine 4 or above	Ongoing
Continue to develop a whole-school approach to Mental Computations. Implement the use of Mathematical artefacts: <ul style="list-style-type: none"> Whole-School Approach To Mental Computations (Prep-Year 6 Development OF Basic Facts), P-2 Addition and Subtraction Milestones poster, Year 2-6 Multiplication and Division Milestones poster. Embed the use of Number Talks throughout the school. <ul style="list-style-type: none"> Routines Differentiated content Active participation 	100% of teachers using number talks at least twice per week	Semester 2
Embed the mapping of all students to inform differentiated teaching and learning.	100% of students mapped	Ongoing
Strategy – To strengthen and improve oral language skills in the Early Years		
Actions	Targets	Timelines
Implement tracking of students through Early Start. (Prep students 2019)	100% of students are mapped: -On entry to Prep Literacy - End of Prep Literacy	Term 1 Term 4
Engage in Communities of Practice with Cluster schools. <ul style="list-style-type: none"> Conduct student achievement and data meetings to review early start data and to celebrate student success Build teacher capacity in the teaching of oral language Enhance student opportunities to engage in oral language activities Develop teacher capacity in formative assessment of oral language to plan for teaching opportunities 	Increase in Early start data – literacy from Term 1 to Term 4	Ongoing
Implement evidence-based teaching practices to support oral language development. <ul style="list-style-type: none"> Develop four domains of oral language – Listening and Responding, Vocabulary and Concepts, Recounts and Retells and Building Talk for Thinking. Explicitly teach oral language across eight learning areas. 	Increase in Prep students oral language skills from Term 1 to Term 4	Ongoing

<ul style="list-style-type: none"> ▪ Increase students' talk time and reduce teacher talk time 		
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Enhance community and student engagement

Strategy – Embed Positive Behaviour for Learning (PBL)

Actions	Targets	Timelines
Actively promote PBL and increase consistency of implementation across the whole school; <ul style="list-style-type: none"> ▪ Establish 2019 PBL team & document R & R (Term 1) ▪ TIC & SET to be completed ▪ Complete 2019 PBL Action Plan ▪ Analyse school behaviour data to determine focus areas for PBL lessons ▪ Provide Professional Development for staff related to PBL (ESCM/Classroom Profiling) Staff meetings & SFD, Professional Development Café. ▪ Establish alignment between PBL & SEL Teams. ▪ Provide access to relevant PBL PD for applicable PBL Team Members. 	90% of staff consistently enacting PBL	Ongoing
Review School opinion survey for common trends. <ul style="list-style-type: none"> ▪ Parents satisfied that: "Student behaviour is well managed at this school." ▪ Parents satisfied that: "My child feels safe at this school." ▪ Students satisfied that: "Student behaviour is well managed at this school." ▪ Staff satisfied that: "Student behaviour is well managed at this school." 	> 85% > 95% > 90% > 80%	Term 4

Strategy – Improve whole school attendance

Actions	Targets	Timelines
Identify and mitigate school factors that impact on student engagement and attendance through; <ul style="list-style-type: none"> ▪ Review and implement attendance policy and procedures. ▪ Promote attendance through school and community communication channels. <ul style="list-style-type: none"> - Updates in each school newsletter - Parent letters sent home (students achieving 95% and above attendance) - Attendance incorporated into parent/Teacher Interview documents - Attendance data in office & data room. ▪ Establish partnerships between school, parents and the local community to assist in reducing absenteeism. ▪ Ongoing engagement with CEC, PLO, Chaplain. 	Attendance in Newsletter Classroom attendance trackers Attendance at Parade	Term 1
Decrease the number of students attending school less than 85% <ul style="list-style-type: none"> ▪ Individual Parent contact to discuss support. ▪ Home visits with support staff. Implement Individualised Case Management for students with attendance of 85% or less. <ul style="list-style-type: none"> ▪ Individual Attendance Plans for students under 85% attendance - OneSchool ▪ Personalised contact from school to discuss targeted support. Termly Attendance Case Management Meetings with CEC & Chaplain.	< 15% of students attend school less than 85% 100% of identified students have documented support on OneSchool	Ongoing
Increase the number of students attending above 95% <ul style="list-style-type: none"> ▪ Recognise and reward excellent attendance. ▪ Personalised attendance letters to students who met or exceed our school target. ▪ Rewards for 5 weeks of 100% attendance. ▪ Certificates for 100% attendance per class ▪ 100% attendance badges presented at awards ceremony 	35% of students attend school more than 95% of the time	By Term 4
Increase whole school attendance Collect and analyse school data to identify attendance patterns.	92% whole school attendance	Term 1, 2, 3, 4
Analyse Indigenous attendance rates Engage with CEC to support families and students to increase attendance.	100% of identified students have an attendance plan	Term 1, 2, 3, 4

Strategy - Promote Parent and Community Engagement.

Actions	Targets	Timelines
Provide the school community with opportunities to engage in and provide input into school priorities and programs through:	>90% parents satisfied that: "This school keeps me well informed."	Term 3

<ul style="list-style-type: none"> ▪ Consultation with the P&C ▪ Term parent forums ▪ Parent Education workshops ▪ Communicate school policies and procedures to parents ▪ Communicate Explicit Improvement Agenda to community 		
<p>Enhance school-community communication strategies that will keep parents regularly updated about progress students are making and the explicit improvement agenda.</p> <ul style="list-style-type: none"> ▪ School newsletter ▪ QSchools app ▪ School website ▪ School Facebook ▪ Regular teacher contact from teachers about student learning (informal, phone calls, notes, parent evenings) ▪ Parent-teacher meetings (Term 1 and Term 3) ▪ Term cohort newsletters & curriculum map 	<p>>90% parents satisfied that: <i>"This school provides useful information online."</i></p> <p>>90% of parents satisfied that: <i>"This school is organised."</i></p>	Term 3
<p>Enhance whole school transition programs.</p> <ul style="list-style-type: none"> ▪ Pre-prep transition program ▪ Whole school class transition ▪ Primary to secondary school transition ▪ SWD students to new class / high school 	100% of students engage in transition programs	Semester 2

Implementation of the Australian Curriculum

Strategy – Deepen staff pedagogy, curriculum knowledge and capacity to deliver Australian Curriculum.

Actions	Targets	Timelines
<p>Review school curriculum framework at to ensure coverage at whole school level, year level and unit level.</p> <ul style="list-style-type: none"> ▪ Continue to build the capacity of staff engaging in a flexible approach to curriculum delivery ▪ Review coverage of 8 Learning Areas, 7 General Capabilities and 3 Cross-Curriculum Priorities 	100% of teachers participate in planning sessions	Ongoing
<p>Implement processes for staff to engage in instructional coaching, data meetings, Watching Others Work (WOW), mentoring and Professional Learning Communities (PLCs) to enhance and strengthen professional collaboration.</p> <p>Implement Professional Engagement Conversations</p> <ul style="list-style-type: none"> ▪ Provide teachers with regular opportunities to collaborate with leadership team members ▪ Refine school wide practices, high yield strategies, VTVL <p>Embed Instructional coaching (in alignment with the Bowen State School playbook) to build teacher capacity</p>	<p>100% of teachers participate in PEC meetings</p> <p>Increase in percentage of staff engaging in professional collaboration opportunities.</p>	Ongoing
<p>Develop Bowen State School "Curriculum, Assessment and Reporting Framework" in alignment with version 8 of the Australian Curriculum</p>	Document creation	Term 1

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	457	434	448
Girls	212	203	217
Boys	245	231	231
Indigenous	92	81	86
Enrolment continuity (Feb. – Nov.)	89%	91%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Bowen State School is located in the rural coastal town of Bowen, in the North Queensland region. We currently have approximately 450 students' enrolled from Prep to Year 6. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. The MySchool ICSEA rating is 918. Our School has an Aboriginal and/or Torres Strait Islander student population of 23%. We have 5.2% of students with a Verified Disability (14.7% disability under DDA NCCD).

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	23
Year 4 – Year 6	26	24	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

In 2018 our school wide curriculum, assessment and reporting framework was aligned to the Australian Curriculum and Queensland Curriculum time allocations. Students engaged in learning within the subjects of English, Mathematics, Science, History, Geography, LOTE (Languages Other than English), Health and Physical Education, Technologies and Music.

A qualified Physical Education teacher provides Prep to Year 6 children with a rich program of skill development, game knowledge and age appropriate movement studies. Sports days are held for our Junior (Prep to Year 3) and Senior (Year 4- Year 6) students. Year 5 and Year 6 students have the opportunity to participate in representative sport, trialing in a wide variety of sports for District, Regional and State through Queensland Schools Sport. Music education provided by a qualified Music teacher is taught from Prep to Year 6. The development of musical skills are enhanced through the provision of an Instrumental Music Program, Recorder Band and Choir.

The learning engagement program in Years Prep to Year 6 allows children to access targeted support in Literacy, Mathematics and Wellbeing. A large number of our students engage in these support provisions throughout the academic year.

Staff were provided with significant professional development to ensure a deep understanding of curriculum knowledge. Each teaching cohort was released for planning for each unit to develop a shared belief and understanding of the curriculum requirements for monitoring, summative and inquiry based learning.

Co-curricular activities

- School Choir
- Instrumental music program
- Recorder Band
- Environmental Education
- Reading Hub
- Excursion directly relate to learning (Reef HQ, Junior and Senior Sports Carnival, Under 8's Day, Reef Trip, School Fancy dress)
- Special School Events – Harmony Day, NAIDOC, ANZAC day
- ICAS
- Representative Sport
- PCYC P.R.E.P – Primary reengagement program

How information and communication technologies are used to assist learning

All classrooms have an interactive Smartboard which is connected to the internet and is used in all subjects. All classrooms have computers which are connected to the internet to support student learning. All classes have access to two computer Labs for at least 1 hour per week. There are currently 30 iPads being used across the school by students individually or in groups. In 2018 the current practice of ICT includes the following:

- iPads are used to assist in intervention programs
- Computer lab is accessed by all classes
- Bee Bots are used to support teaching and learning

Social climate

Overview

All learning at Bowen State School is founded on high expectations and the four values of our school; being responsible, being respectful, being safe and being a learner. The school made significant progress towards aligning current practice with Positive Behaviour for Learning in consultation with students, staff and parents.

The school employed a Chaplain (5 days a week) and a Guidance Officer (4 days a week) and a Community Education Counsellor (CEC) (5 days a week) to support students wellbeing. The school developed a clear referral process and case management of students was implemented. Students who require additional support were provided with interventions to support specific needs of the individual child.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	95%	92%
• this is a good school (S2035)	93%	93%	90%
• their child likes being at this school* (S2001)	96%	93%	90%
• their child feels safe at this school* (S2002)	96%	93%	96%
• their child's learning needs are being met at this school* (S2003)	93%	88%	90%
• their child is making good progress at this school* (S2004)	89%	93%	90%
• teachers at this school expect their child to do his or her best* (S2005)	96%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	94%
• teachers at this school motivate their child to learn* (S2007)	93%	95%	96%
• teachers at this school treat students fairly* (S2008)	93%	85%	92%
• they can talk to their child's teachers about their concerns* (S2009)	93%	95%	98%
• this school works with them to support their child's learning* (S2010)	93%	90%	92%
• this school takes parents' opinions seriously* (S2011)	88%	86%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	75%	80%	78%
• this school looks for ways to improve* (S2013)	93%	93%	91%
• this school is well maintained* (S2014)	100%	90%	88%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	97%
• they like being at their school* (S2036)	93%	93%	89%
• they feel safe at their school* (S2037)	94%	91%	94%
• their teachers motivate them to learn* (S2038)	98%	98%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	99%
• teachers treat students fairly at their school* (S2041)	93%	95%	90%
• they can talk to their teachers about their concerns* (S2042)	94%	87%	87%
• their school takes students' opinions seriously* (S2043)	95%	86%	90%
• student behaviour is well managed at their school* (S2044)	82%	82%	85%
• their school looks for ways to improve* (S2045)	98%	99%	92%
• their school is well maintained* (S2046)	98%	91%	97%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	80%	81%
• they feel that their school is a safe place in which to work (S2070)	92%	83%	88%
• they receive useful feedback about their work at their school (S2071)	84%	71%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	85%	100%
• students are encouraged to do their best at their school (S2072)	100%	93%	94%
• students are treated fairly at their school (S2073)	84%	78%	83%
• student behaviour is well managed at their school (S2074)	78%	63%	77%
• staff are well supported at their school (S2075)	68%	63%	72%
• their school takes staff opinions seriously (S2076)	77%	63%	70%
• their school looks for ways to improve (S2077)	92%	78%	87%
• their school is well maintained (S2078)	86%	83%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	84%	73%	74%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school has developed a positive relationship with the parent body and local community. The P & C Association is a small and active group at Bowen State School. The P & C assisted the school in organizing the school fancy dress and school fete, the Year 6 graduation and fundraising for different events, such as; Jump Rope for Heart, Mother's Day and Pie Drive. In consultation with the school, the P & C have provided funding for a new school bell system, fans for the school hall and reduction of costs for school camps and excursions.

Parents/carers have a broad array of opportunities to be involved in their child's education. The school reports to families four times a year, either through parent/teacher interviews (verbal) or report cards (written). Further to this, the school uses fortnightly newsletters to advise parents/carers of activities, the child's achievements, items of interest to families and reports from the P & C, Guidance Officer and Chaplain.

The school actively promotes parent/carer participation in school activities, such as; reading hub, reading groups, swimming program, sports days, Instrumental music performances and celebration of learning fairs. Parents are invited to attend special parades such as ANZAC Day, Remembrance Day and Graduation Ceremonies.

Respectful relationships education programs

In 2018, Bowen State School continued to embed Positive Behaviour for Learning (PBL) school-wide. The PBL Framework is aimed at achieving social and emotional learning outcomes through positive learning environments for students and teachers, while preventing problem behaviour. It is expected that all staff use the language of our four values; being respectful, being responsible, being safe and being a learner, when speaking about behaviour expectations to students. Our positive behaviour focus for each week is taught through PBL lessons that relate directly to our school values. The school values are reinforced with GOTCHA's for students who are displaying the behaviour that are expected at the school.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	38	60	39
Long suspensions – 11 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Bowen State School continues to monitor our environmental footprint and have an environmental committee in place at the school. The power consumption continues to be a focus. We continue to develop strategies on minimizing power consumption by ensuring all unused hot water systems and fridges are switched off, all unnecessary appliances are turned off over the holidays and computers, interactive Smartboards and lights are switched off when students and teachers leave the classroom.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	142,645	239,711	258,994
Water (kL)	103	7,380	3,961

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	32	23	6
Full-time equivalents	31	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	2	
Bachelor degree	29	
Diploma	4	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$63, 832.

The major professional development initiatives are as follows:

- QELI Leadership for Principals, Deputy Principals, Middle Leaders
- Kidsmatter
- Classroom Profiling
- PBL – Coach and Team Leader and staff refresher
- Restorative Practice
- Finance
- Take the Lead
- Year level Curriculum planning
- Data Literacy – Putting Faces on the Data
- Beginning teachers and mentoring
- First Aid Training
- Specialised health procedures
- OneSchool Training
- Age appropriate pedagogy
- Master Teacher

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	91%
Attendance rate for Indigenous** students at this school	89%	86%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	91%	91%
Year 1	92%	90%	92%
Year 2	93%	90%	92%
Year 3	91%	93%	90%
Year 4	91%	91%	92%
Year 5	90%	88%	90%
Year 6	93%	90%	89%

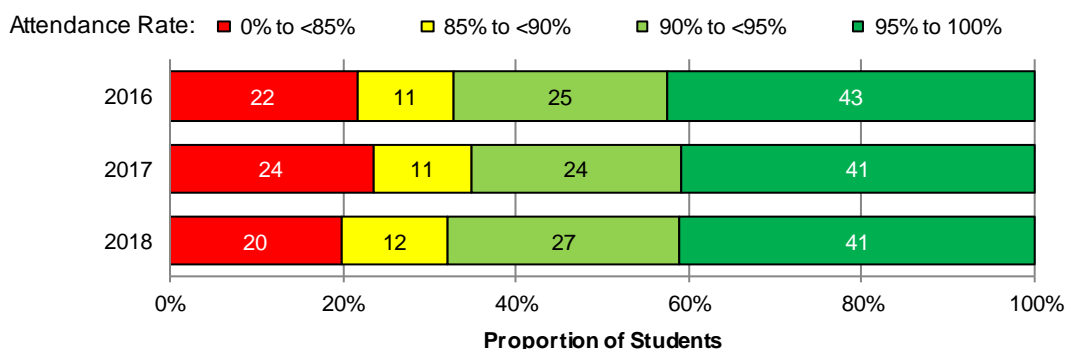
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Bowen State School, the following procedures are in place to manage student attendance:

- Rolls are marked twice a day (am and pm)
- Students who are marked with an unexplained absence, a SMS School alert text message is sent home.
- Individual student attendance is monitored on a 5 weekly basis.
- Class attendance monitoring daily
- Whole school attendance monitoring
- Positive reinforcement for students who attendance is 95% or above (certificates, letter sent home to parents, attendance wrist bands and attendance badges)
- Attendance meetings and attendance plans for students whose attendance is less than 85%

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.