

Bowen State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 1157 Bowen 4805
Phone	(07) 4786 9555
Fax	(07) 4786 9500
Email	principal@bowenss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Jill Brabon (Principal)

Principal's foreword

Introduction

Welcome to Bowen State School's 2015 Report

In this report you will find information on our student body including student enrolments, class sizes, attendance, disciplinary absences, extra-curricula activities and a link to our students' national academic achievements. Staff information in this report includes teacher qualifications, numbers of indigenous staff, expenditure on staff professional development, staff attendance and staff retention. Contained within various sections of this report are parent, student and staff satisfaction levels which are taken from the annual School Opinion Surveys.

School progress towards its goals in 2015

- Continue to implement all areas of the current Australian Curriculum, including HPE
- Embed and refine the Explicit Instruction Pedagogical Framework in every classroom.
- Embed the BSS Reading & Writing Action Plan
- Continue a research-based BSS Numeracy Action Plan
- Extend Higher Order Thinking skills into the BSS Pedagogical Framework
- Revise and Implement the BSS Student Attendance Plan
- Appointment of a Master Teacher

Future outlook

The roll out and embedding of the Australian Curriculum will continue to be the focus of energy towards curriculum, teaching and learning, with extensive continuous professional development, and ongoing collaborative staff effort to meet the challenge. Great developments have occurred already and will continue to improve over the next three years as we embed the effective use of data, research, evidence-based pedagogy and reflective practice to inform and respond to diverse student learning needs. High quality teaching focused on the achievement of every student is continuously developed through a whole school pedagogical framework. A full time Head of Curriculum, as well as a Master Teacher support and guide this important work at Bowen State School.

There will be a continuation of the work to review and implement the Student Attendance Plan and the Behaviour Plan.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	474	217	257	78	92%
2014	481	212	269	85	90%
2015	480	217	263	81	92%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Student population as at December 2015 was 480

17% of students were Indigenous

7% of students access the Special Education program

4% of students have English as a second language

The majority of students live within 5 minutes drive from the school.

Our school ICSEA score is 927 with 46% of students in the Bottom Quarter Distribution.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	24	23
Year 4 – Year 7 Primary	26	25	30
Year 7 Secondary – Year 10			

Phase	Average Class Size		
	2013	2014	2015

Year 11 – Year 12

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	67	53	67
Long Suspensions - 6 to 20 days	7	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Students engaged in learning within the subjects of English, Mathematics, Science, History and Geography in the Australian Curriculum and The Arts and Languages Other than English (LOTE – Chinese Year 5 & 6), Health and Physical Education and Technology. Students also engaged in programs to assist with the social and emotional development.

The school continued working towards an environment that maximized outcomes for all students. Human resources, Teacher Aides and Specialist Teachers were deployed to support in classrooms.

To support this strategy, there is on-going professional dialogue to support differentiation in the curriculum in diverse classrooms.

Extra curricula activities

- Instrumental Music
- Recorder Band
- Choirs
- Environmental Education – Recycling, Adopt-a-beach
- Literacy Intervention Classes
- Special Education Program
- Early Childhood Development Program
- Arts Council Performances
- Year Level Excursions – Under 8's, Whitsunday Voices, Theatre productions, Reef Trip
- Special Parades – Harmony Day, NAIDOC, ANZAC, Fancy Dress

- ICAS Testing
- Representative Sport to National level

How Information and Communication Technologies are used to improve learning

All classrooms have an interactive Smartboard which is connected to the internet and used in all subjects. All classrooms have 4 computers connected to the internet. ICT expectations and activities are embedded in lessons. Classes access the Computer Lab in the Library for at least 1 hour a week to complete C2C activities and develop their IT skills. There are currently just over 20 iPads being used across the school by students individually or in groups with teachers and teacher aides.

Social Climate

A positive behaviour reward system operates effectively where students exhibiting all listed appropriate behaviours receive a metal merit badge (Prep – Year 3 Smiley Badge, Year 4-7 Silver Badge, Year 6&7 Gold Leadership Badges.)

We introduced the social skilling program “You Can Do It”. There is a 2 week focus where classes do lessons on the focus topic, messages are presented on parade and awards are presented to deserving students.

A chaplaincy program operates 3 days a week where the chaplain interacts with students on a friendly and caring level. The program also provides a weekly breakfast program.

School-wide anti-bullying strategies are implemented and there are regular classroom discussions about ‘doing the right thing’. We use the ‘Handy 5 Steps’ to deal with bullies. Eating and play areas are segregated for P-2, 3-5 and 6-7 students. Common play areas include the parade ground and the Library.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	83%	94%	93%
this is a good school (S2035)	96%	97%	86%
their child likes being at this school (S2001)	93%	97%	83%
their child feels safe at this school (S2002)	97%	92%	86%
their child's learning needs are being met at this school (S2003)	90%	86%	79%
their child is making good progress at this school (S2004)	90%	89%	79%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	79%
teachers at this school motivate their child to learn (S2007)	93%	94%	76%
teachers at this school treat students fairly (S2008)	90%	86%	79%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	97%	92%	86%
this school works with them to support their child's learning (S2010)	89%	92%	83%
this school takes parents' opinions seriously (S2011)	89%	94%	72%
student behaviour is well managed at this school (S2012)	86%	89%	46%
this school looks for ways to improve (S2013)	85%	100%	81%
this school is well maintained (S2014)	90%	100%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	99%	95%
they like being at their school (S2036)	88%	96%	90%
they feel safe at their school (S2037)	92%	97%	90%
their teachers motivate them to learn (S2038)	95%	99%	95%
their teachers expect them to do their best (S2039)	95%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	88%	100%	94%
teachers treat students fairly at their school (S2041)	85%	96%	88%
they can talk to their teachers about their concerns (S2042)	91%	95%	83%
their school takes students' opinions seriously (S2043)	89%	94%	87%
student behaviour is well managed at their school (S2044)	81%	97%	83%
their school looks for ways to improve (S2045)	95%	98%	93%
their school is well maintained (S2046)	96%	99%	90%
their school gives them opportunities to do interesting things (S2047)	96%	96%	84%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	96%	81%
they feel that their school is a safe place in which to work (S2070)	97%	100%	81%
they receive useful feedback about their work at their school (S2071)	91%	96%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	86%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	91%
student behaviour is well managed at their school (S2074)	97%	88%	56%
staff are well supported at their school (S2075)	91%	96%	53%
their school takes staff opinions seriously (S2076)	94%	91%	65%
their school looks for ways to improve (S2077)	100%	100%	91%
their school is well maintained (S2078)	94%	88%	94%

Performance measure

Performance measure	2013	2014	2015
Percentage of school staff who agree [#] that: their school gives them opportunities to do interesting things (S2079)	94%	100%	81%

'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

All parents are strongly encouraged to communicate with their child's class teacher in any medium. Eg email, face2face, notes, phone, interviews and report card meetings. Parents are invited to be classroom, tuckshop, sporting and performance helpers. Parents are invited to Friday parades and special events like concerts, sports days, class performances and excursions.

Class teachers produce at least one class newsletter a term, showing the parents what is happening in the class. Some classes have their own blog. The school's newsletter the Bowen Bulletin is sent home weekly. It contains information and reports on activities happening at school.

Students are excited when they take home awards, certificates and other acknowledgements for their good behaviour or progress in learning. Parents are informed when their child will be receiving some of these on parades.

Reducing the school's environmental footprint

All unused hot water systems and fridges are switched off. All unnecessary appliances are turned off over holidays. Grounds and gardens are only being watered when necessary. Cool bottled water is sold for cost price from the Tuckshop.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	233,854	4,483
2013-2014	233,624	3,501
2014-2015	238,509	21,455

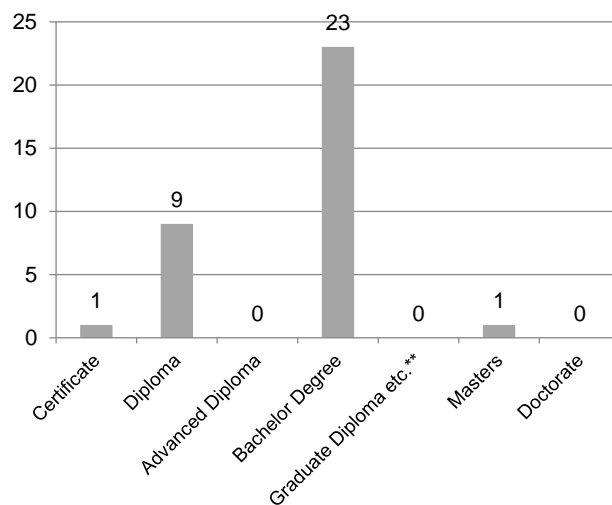
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile**Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	19	<5
Full-time equivalents	30	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	9
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	34



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$8640

The major professional development initiatives are as follows:

- Anita Archer
- Higher Order Thinking
- Curriculum Clarity
- Workplace Health & Safety
- QCAA

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	85%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

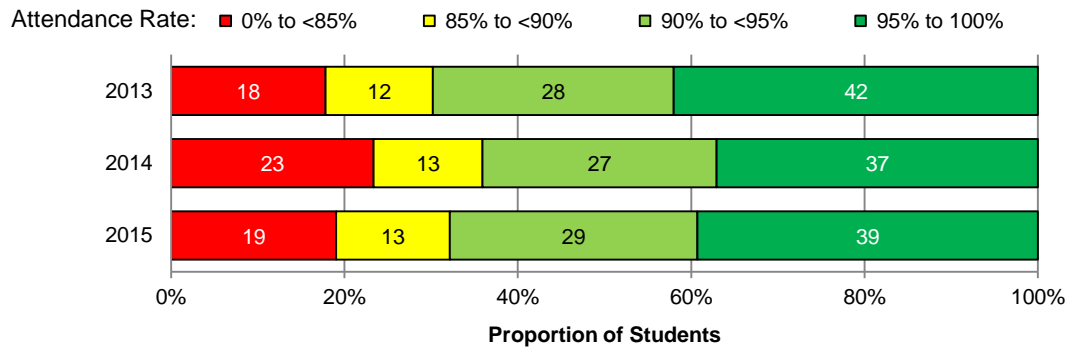
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	90%	92%	93%	93%	92%	88%	92%					
2014	91%	90%	89%	89%	91%	92%	90%	88%					
2015	92%	91%	91%	90%	92%	90%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Class rolls are marked at 8.55am and 2.00pm daily. Any absence requires explanation as all children (Years 1-6) are of compulsory school age. Notes and phone messages are acknowledged in the class rolls in the OneSchool database. All notes are filed for 12 months. Class teachers follow-up individual unexplained absences and the Deputy Principal will follow up on absences which causes concern. The Principal will write to families whose children have unsatisfactory attendance or a number of unauthorised absences. Education Queensland's legal process will be enacted if necessary.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.