



Bowen State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Bowen State Primary School has been proudly serving the community of Bowen and district since 1864. Our 455 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-centered, 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 mind.

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 identity.

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.

Principal's Foreword

Introduction

During the 2016 academic year, there was significant change and creation arising out of leadership changes and restructuring. The quality staff and community have embraced the changes and responded with a focus on the elements that engage and value add to each student's learning.

School Progress towards its goals in 2016

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 86% of students achieved an A – C and Mathematics 90% of students achieved an A – C
- Improved whole school attendance rate – 91% and improved Indigenous attendance rate – 89%
- Introduction of breakfast club and lunchtime programs - art club, music club and sports club
- Implemented school wide Positive Behaviour for Learning (PBL) and reviewed Responsible Behaviour Plan
- Teacher clarity of curriculum and delivery in Reading and Reading Comprehension
- Individualised targets for attendance
- Staff capacity of data literacy
- Continuation of our successful Pre-Prep transition program, which saw our 2017 Prep cohort enrol to be better prepared for Prep.
- Overall school satisfaction that Bowen State School is a good school – 92.6%
- Reduction in School Disciplinary Absences
- Speech and language programme for targeted students
- 100% of staff participate in valuable Professional Development opportunities.

Future Outlook

As a school community we are extremely excited for the year ahead and our ongoing priorities of consistent pedagogy in English and Mathematics. We will continue to develop our school wide strategies for Positive Behaviour for Learning and student wellbeing through our significant and unrelenting focus on high expectations are our school values of: being respectful, responsible, safe and learners. We see our school community achieving many successes this year as we continue our sustained trajectory of improvement.

In 2017 our Bowen State School Explicit Improvement Agenda is:

85% of students are an A – C standard in English and Mathematics		
Key Actions	Targets	Timelines
Review pedagogical framework	100% of staff	Completed by Term 4 2017
Embed the process of providing case management, as needed, to support student attendance, English and maths.	Plans for individual students activated	As required between Term 1 and Term 4
Continue to improve the quality of maths instruction across the school.	100% of students are map. >97% of students in Yr1 & Yr2 achieve a C or better in maths. 100% of staff attend PD sessions	Quarterly
Embed high quality teaching practices to improve student outcomes - Embed student data analysis practices, focussing on Sharratt and Fullen's 'Putting Faces on the data' and short term data cycles - Triangulate available data to monitor performance and inform practice	>85% students achieve A-C in English and Maths Reading, Writing, Maths <u>Year 3:</u> NMS: >97% U2B: >35% <u>Year 5:</u> NMS: >95% U2B: >35% Prep PM8 >90% Yr 1 PM16 >90% Yr 2 PM20 >90%	Semester 2 Term 3, 2017 Semester 2
Embed quality teaching and learning processes and practices - Assessment literate teachers and students	100% teachers >95% students	
Use peer observation, feedback, differentiated coaching and learning communities	100% of staff involved in process	Quarterly
Develop the reading skills of teachers through the deep knowledge and understanding of the Australian Curriculum and professional development of staff in the teaching of the four lesson sequence.		
Key Actions	Targets	Timelines
Continue to implement whole school strategy for improving reading comprehension	Increase percentage of students achieving NMS for reading Year 3 and 5	Semester 1 & 2
Continue to implement expectations for explicit teaching strategies to be used across the school	Increase percentage of students achieving U2B	
Provide regular opportunities for teachers to observe best practice.		
Continued implementation of the 4 lesson sequence with Prep, Yr1, Yr2 & Yr3	LOA Data – students achieving C or above	
Embed Positive Behaviour for Learning across all aspect of the school.		
Actions	Targets	Timelines
Embed Schoolwide Positive Behaviour for Learning <ul style="list-style-type: none"> ▪ Evidence driven data to support teaching ▪ PBL Team ▪ Parent information sessions ▪ Develop Social/Emotional learning targeted teaching sessions (weekly) ▪ Breakfast club daily ▪ Daily check in service for identified students 	Reduction in minor and major behaviour incidents Improved school attendance and student learning outcomes of identified students.	
Provide the school community with opportunities to engage in and provide input into school priorities and programs through: <ul style="list-style-type: none"> ▪ Consultation with the P&C ▪ Term parent forums ▪ Parent Education workshops <ul style="list-style-type: none"> - Reading - Maths - Writing - Positive behaviour - Write parent and community framework 	92% of parents satisfied that: <i>"This school takes parents' opinions seriously."</i> >90% of parents satisfied that: <i>"This school asks for my input."</i>	Term 3

	<p>>93% of parents satisfied that: <i>"This school keeps me well informed."</i></p> <p>>93% of parents satisfied that: <i>"This school encourages me to participate in school activities."</i></p>	
<p>Embed whole school transition programmes: Revise and continue to develop the transition programmes across the school:</p> <ul style="list-style-type: none"> ▪ Pre-prep to Prep ▪ All students to new year group ▪ Year 6 to Year 7 ▪ Students with a disability 	100% of students	Term 4, 2017
<p>Continue to develop communication strategies through the use of :</p> <ul style="list-style-type: none"> ▪ School newsletter ▪ QSchools app ▪ School website ▪ School Facebook ▪ Parent-teacher meetings (Term 1 and Term 3) ▪ Term cohort newsletters 	>90% of parents satisfied that: <i>"This school provides useful information online."</i>	Term 3
<p>Monitor and case management students with poor attendance</p> <ul style="list-style-type: none"> ▪ Use of whole school attendance data wall to track identified students. ▪ Close the gap between indigenous and non-indigenous students ▪ Decrease the % of students with less than 85% attendance 	<p>>90%</p> <p>< 15% of students</p>	Term 4

In order for us to achieve these goals our priority areas for development for 2017 are:

- Build Staff Capacity
- Instructional Coaching and Mentoring
- Culture of High Expectations

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	481	212	269	85	90%
2015*	480	217	263	81	92%
2016	457	212	245	92	89%

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 2016, 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

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 19.6%. We have 5% of students with a Verified Disability (15.3% disability under DDA NCCD).

- **19.6% of students are Indigenous.**
- **Of students are Male**

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	25	22
Year 4 – Year 7	25	30	26
Year 8 – Year 10			
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 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
-

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 the computer Lab in the library for at least 1 hour per week. There are currently 20 iPads being used across the school by students individually or in groups. In 2016 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. A committee was implemented and a Behaviour Support Teacher was employed to support students and teachers with student wellbeing practices.

The school employed a Chaplain (4 days a week) and a Guidance Officer (2 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.

The feedback provided by parents, students and staff should a significant improvement in how behavior and support is monitored and managed at the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	93%	93%
this is a good school (S2035)	97%	86%	93%
their child likes being at this school* (S2001)	97%	83%	96%
their child feels safe at this school* (S2002)	92%	86%	96%
their child's learning needs are being met at this school* (S2003)	86%	79%	93%
their child is making good progress at this school* (S2004)	89%	79%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	79%	93%
teachers at this school motivate their child to learn* (S2007)	94%	76%	93%
teachers at this school treat students fairly* (S2008)	86%	79%	93%
they can talk to their child's teachers about their concerns* (S2009)	92%	86%	93%
this school works with them to support their child's learning* (S2010)	92%	83%	93%
this school takes parents' opinions seriously* (S2011)	94%	72%	88%
student behaviour is well managed at this school* (S2012)	89%	46%	75%
this school looks for ways to improve* (S2013)	100%	81%	93%
this school is well maintained* (S2014)	100%	83%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	95%	98%
they like being at their school* (S2036)	96%	90%	93%
they feel safe at their school* (S2037)	97%	90%	94%
their teachers motivate them to learn* (S2038)	99%	95%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	98%
teachers treat students fairly at their school* (S2041)	96%	88%	93%
they can talk to their teachers about their concerns* (S2042)	95%	83%	94%
their school takes students' opinions seriously* (S2043)	94%	87%	95%
student behaviour is well managed at their school* (S2044)	97%	83%	82%
their school looks for ways to improve* (S2045)	98%	93%	98%
their school is well maintained* (S2046)	99%	90%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	84%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	81%	94%
they feel that their school is a safe place in which to work (S2070)	100%	81%	92%
they receive useful feedback about their work at their school (S2071)	96%	72%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	85%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	91%	84%
student behaviour is well managed at their school (S2074)	88%	56%	78%
staff are well supported at their school (S2075)	96%	53%	68%
their school takes staff opinions seriously (S2076)	91%	65%	77%
their school looks for ways to improve (S2077)	100%	91%	92%
their school is well maintained (S2078)	88%	94%	86%
their school gives them opportunities to do interesting things (S2079)	100%	81%	84%

* 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 and C Association is a small and active group at Bowen State School. The P and C assisted the school in providing catering for school fancy dress and Variety Bash, supported the school with the Year 6 graduation and fundraising for different events, such as; the school fun run and jump rope for heart.

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 and 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 programs

In 2016, Bowen State School developed and implemented 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	53	67	38
Long Suspensions – 6 to 20 days	0	0	2
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.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	233,624	3,501
2014-2015	238,509	21,455
2015-2016	142,645	103

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	26	<5
Full-time Equivalents	30	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	19
Diploma	9
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$33, 898.

The major professional development initiatives are as follows:

- Sue Larkey ASD workshops
- Year level Curriculum planning
- Positive behaviour for learning – Essential Skills for Classroom Management
- Data Literacy – Putting Faces on the Data
- Beginning Teachers and mentoring
- Teaching reading through the four lesson sequence
- First Aid Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	89%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

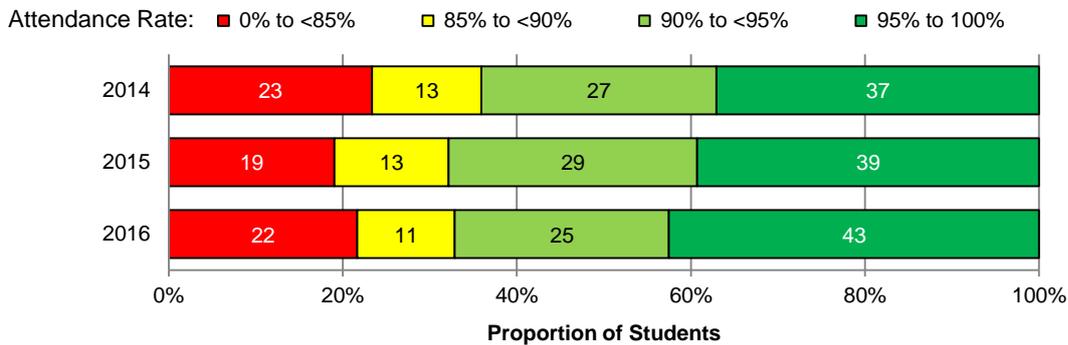
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	90%	89%	89%	91%	92%	90%	88%					
2015	92%	91%	91%	90%	92%	90%	91%						
2016	90%	92%	93%	91%	91%	90%	93%						

*Attendance rates effectively count 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.

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 term by term basis.
- Class attendance monitoring and rewards
- 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 who attendance is less than 85%

NAPLAN

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.

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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.