



Bowen State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Miss Jemille Malouf (Principal)

## 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-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.

## Principal's Foreword

### Introduction

#### 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

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 of 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 2018 our Bowen State School Explicit Improvement Agenda is:

<b>At least 85% of students are an A – C standard in English and Mathematics</b>		
<b>Key Actions</b>	<b>Targets</b>	<b>Timelines</b>
<b>Strategy – Develop and implement a whole school approach to writing</b>		
Develop staff professional knowledge to inform teaching practise of writing. <ul style="list-style-type: none"> <li>▪ Embed cohort planning release time, moderation processes and evidence based data analysis</li> <li>▪ Develop year level expectations and resources for grammar, punctuation, genre and sentence structure.</li> <li>▪ Implement whole school explicit approach to the teaching of writing</li> </ul>	85% of students achieve an A-C in English  U2B NAPLAN Year 3 - 40% Year 5 - 20%  NMS NAPLAN Year 3 – >95% Year 5 – >90%	Writing on demand task- Years 2-6  Years 3&5 Weeks-1,3,5,7,9  Years 1,2,4,6 Weeks 4&9
Implement mapping of students' writing achievement against the writing cluster within the literacy continuum	100% of students mapped	Semester 2
Implement effective marking and feedback procedures to ensure a consistent process across the school	100% of teachers follow marking and feedback policy	Semester 2
<b>Strategy – Develop a consistent approach to the teaching of Mathematical Literacies</b>		
Build the capacity of staff in the teaching of Mathematical Literacies (vocabulary, graphics, signs and symbols) <ul style="list-style-type: none"> <li>▪ Share information and good practice at staff meetings</li> <li>▪ Model lessons in classrooms</li> <li>▪ Explicit teaching and focussed vocabulary lessons</li> <li>▪ Observe lessons by classroom teachers</li> <li>▪ Facilitate differentiated group work in Year 2-5 classrooms</li> </ul>	90% of students achieve an A-C in Math  U2B NAPLAN Year 3 - 40% Year 5 - 30%  NMS NAPLAN Year 3 – >95% Year 5 – >90%	Staff meetings: once per term Modelled lessons – Term 1 Classroom observations – 1 per term Group work: Year 3 & 5 –Terms 1 & 2 Year 2 & 4 –Terms 3 & 4
Build the capacity and consistency of staff in the use of number talks <ul style="list-style-type: none"> <li>▪ Routines</li> <li>▪ Differentiated content</li> <li>▪ Active participation</li> </ul>	100% of teachers using number talks at least once per week	Staff meetings: once per term Modelled lessons – Term 1 Classroom observations – 1 per term Group work: Year 3 & 5 –Terms 1 & 2 Year 2 & 4 –Terms 3 & 4
Embed the use of daily problem solving questions.	100% of teachers using daily problem solving questions	Semester 1
Embed the mapping of all students to inform differentiated teaching and learning.	100% of students mapped	Ongoing mapping completed twice per term during staff meetings and release times
<b>Strategy – Develop data literacy skills to inform Quality Teaching</b>		

Conduct student achievement and data meetings to review academic and wellbeing data, case management students, attendance, identify concerns and to celebrate student success	100% of teachers participate in student achievement and data meetings.	Term 1 – Term 4
Build teacher capacity to access and use whole school student tracking system	100% of teachers identify increased confidence in data literacy skills	Term 1 – Term 4
Develop the use of monitoring circles to inform teaching and learning. <ul style="list-style-type: none"> <li>Co-Plan, Co-Teach &amp; Co-Assess</li> <li>Data Meetings</li> </ul>	80% of staff	Ongoing
Triangulate data to monitor performance and inform practice <ul style="list-style-type: none"> <li>NAPLAN</li> <li>School data Profile</li> <li>Headline Indicator</li> <li>A-E Data</li> <li>PAT</li> <li>PM &amp; Probe</li> <li>Data Wall</li> </ul>	100% of staff engaged	Ongoing
<b>Enhance Student and Community Engagement</b>		
<b>Key Actions</b>	<b>Targets</b>	<b>Timelines</b>
<b>Strategy – Embed Positive Behaviour for Learning (PBL)</b>		
Actively promote PBL and increase consistency of implementation across the whole school; <ul style="list-style-type: none"> <li>Establish 2018 PBL team</li> <li>Identify roles and responsibilities for all team members</li> <li>Complete 2018 PBL Action plan with team</li> <li>Analyse school behaviour data to determine focus areas for PBL lessons</li> <li>Provide Professional Development for staff related to PBL (ESCM, ECP, FBA)</li> </ul>	90% of staff consistently enacting PBL	Ongoing
Revise & implement updated RBPS <ul style="list-style-type: none"> <li>Consult with key stakeholders to review RBPS</li> <li>Publicise updated RBPS to school and community</li> <li>Provide professional development for staff regarding behaviour (Behaviour Foundations Package)</li> </ul>	Completed RBPS	Term 1
<b>Strategy – Improved whole school attendance</b>		
Identify and mitigate school factors that impact on student engagement and attendance through; <ul style="list-style-type: none"> <li>Review and implement attendance policy and procedures.</li> <li>Promote attendance through school and community communication channels.</li> <li>Establish partnerships between school, parents and the local community to assist in reducing absenteeism.</li> </ul>	Revised RBPS 2018 Attendance in Newsletter	Term 1 Ongoing
Decrease the number of students attending school less than 85% Implement Individualised Attendance Plans for students with attendance of 85% or less.	< 15% of student attend school less than 85% 100% of identified students have an attendance plan	By Term 4
Increase the number of students attending above 95% <ul style="list-style-type: none"> <li>Recognise and reward excellent attendance.</li> </ul>	35% of students attend school more than 95% of the time	By Term 4
Increase whole school attendance <ul style="list-style-type: none"> <li>Collect and analyse school data to identify attendance patterns.</li> </ul>	92% whole school attendance	Term 1, 2, 3, 4
Analyse Indigenous attendance rates <ul style="list-style-type: none"> <li>Engage with CEC to support families and students to increase attendance.</li> </ul>	100% of identified students have an attendance plan	Term 1, 2, 3, 4
<b>Strategy – Enhance student wellbeing through the implementation of KidsMatter</b>		
Embed KidsMatter Component 1: Create a positive school community: <ul style="list-style-type: none"> <li>Baseline survey data 2018 Term 1., Term 2 survey, compare 2017 data</li> </ul>	100% staff 'Somewhat to Strongly agree' KidsMatter Survey Component 1	Term 3
Implement KidsMatter Component 2: Effective Social and Emotional Learning. <ul style="list-style-type: none"> <li>Explicitly teach social and emotional skills across the school</li> <li>Staff formally teach SEL in all classrooms weekly.</li> <li>SST daily teach and practice social and emotional skills in organised lunch activities.</li> </ul>	100% of classes are taught SEL lessons weekly	By Term 3

<ul style="list-style-type: none"> <li>Walkthroughs twice a term and anecdotal students data.</li> </ul>		
<b>Strategy - Promote Parent and Community Engagement.</b>		
Provide the school community with opportunities to engage in and provide input into school priorities and programs through: <ul style="list-style-type: none"> <li>Consultation with the P&amp;C</li> <li>Term parent forums</li> <li>Parent Education workshops</li> <li>Develop parent and community framework</li> <li>Communicate school policies and procedures to parents</li> <li>Communicate Explicit Improvement Agenda to community</li> </ul>	>90% of parents satisfied that: <i>"This school takes parents' opinions seriously."</i>  >85% parents satisfied that: <i>"This school asks for my input."</i>  >90% parents satisfied that: <i>"This school keeps me well informed."</i>  >95% parents satisfied that: <i>"This school encourages me to participate in school activities."</i>	Term 3
Enhance school-community communication strategies that will keep parents regularly updated about progress students are making and the explicit improvement agenda. <ul style="list-style-type: none"> <li>School newsletter</li> <li>QSchools app</li> <li>School website</li> <li>School Facebook</li> <li>Regular teacher contact from teachers about student learning (informal, phone calls, notes, parent evenings)</li> <li>Parent-teacher meetings (Term 1 and Term 3)</li> <li>Term cohort newsletters &amp; curriculum map</li> </ul>	>90% parents satisfied that: <i>"This school provides useful information online."</i>  <i>Increase in parent contacts in Oneschool</i>	Term 3
Continue whole school transition programs. <ul style="list-style-type: none"> <li>Pre-Prep to Prep</li> <li>All students to new year group and class</li> <li>Year 6 to Year 7</li> <li>SWD students to new class / high school</li> </ul>	100% of students	Semester 2
<b>Implement the Digital Technologies Curriculum</b>		
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>
Actively promote Digital Technologies and increase consistency of implementation across the school; <ul style="list-style-type: none"> <li>Provide Professional Development for staff related to Digital Technologies</li> <li>Share information and good practice at staff meetings</li> <li>Model lessons in classrooms</li> <li>Work collaboratively within the Cluster to develop STEM resources</li> <li>Implement a Digit Technologies Team</li> </ul>	100% of teachers report on Digital Technologies	Term 4
By the end of term 4, school staff will be familiar with and implementing digital technologies in the classrooms <ul style="list-style-type: none"> <li>Scan and assess current practices in digital technologies focussing on year level curriculum</li> <li>Build collaborative professional learning teams with a focus on student learning and a shared instructional model.</li> <li>Raise awareness of innovative eLearning practices-</li> <li>Install literacy and numeracy APPS to be utilised by teachers to engage students-</li> <li>Prioritise resources to support the development of digital technologies frameworks - establish STEM learning environment offering a range of electronic gadgets including additional set of iPads, spheros, ozbots, beebots</li> <li>Review student access to a computer lab to engage in personal interest projects or coding and robotics clubs</li> <li>Increase access to digital technologies to enhance learning; and the continuous monitoring of student learning and achievement data.</li> <li>Participation in a range of online programs to support learning IMPACT</li> </ul>	>90% of parents satisfied that: <i>"I understand how computers and other technologies are used in this school to enhance my child's learning."</i>  > 90% of students are satisfied that: <i>"I enjoy using computers and other technologies at my school for learning."</i>	Term 3

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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	480	217	263	81	92%
<b>2016</b>	457	212	245	92	89%
<b>2017</b>	434	203	231	81	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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 20%. We have 6.2% of students with a Verified Disability (15.3% disability under DDA NCCD).

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	22	21
Year 4 – Year 6	30	26	24
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

In 2017 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 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 2017 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 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 (4 days a week) and an Indigenous Support Teacher Aide (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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	93%	95%
this is a good school (S2035)	86%	93%	93%
their child likes being at this school* (S2001)	83%	96%	93%
their child feels safe at this school* (S2002)	86%	96%	93%
their child's learning needs are being met at this school* (S2003)	79%	93%	88%
their child is making good progress at this school* (S2004)	79%	89%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	93%	98%
teachers at this school motivate their child to learn* (S2007)	76%	93%	95%
teachers at this school treat students fairly* (S2008)	79%	93%	85%
they can talk to their child's teachers about their concerns* (S2009)	86%	93%	95%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	83%	93%	90%
this school takes parents' opinions seriously* (S2011)	72%	88%	86%
student behaviour is well managed at this school* (S2012)	46%	75%	80%
this school looks for ways to improve* (S2013)	81%	93%	93%
this school is well maintained* (S2014)	83%	100%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	98%	98%
they like being at their school* (S2036)	90%	93%	93%
they feel safe at their school* (S2037)	90%	94%	91%
their teachers motivate them to learn* (S2038)	95%	98%	98%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	100%
teachers treat students fairly at their school* (S2041)	88%	93%	95%
they can talk to their teachers about their concerns* (S2042)	83%	94%	87%
their school takes students' opinions seriously* (S2043)	87%	95%	86%
student behaviour is well managed at their school* (S2044)	83%	82%	82%
their school looks for ways to improve* (S2045)	93%	98%	99%
their school is well maintained* (S2046)	90%	98%	91%
their school gives them opportunities to do interesting things* (S2047)	84%	95%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	81%	94%	80%
they feel that their school is a safe place in which to work (S2070)	81%	92%	83%
they receive useful feedback about their work at their school (S2071)	72%	84%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	91%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	93%
students are treated fairly at their school (S2073)	91%	84%	78%
student behaviour is well managed at their school (S2074)	56%	78%	63%
staff are well supported at their school (S2075)	53%	68%	63%
their school takes staff opinions seriously (S2076)	65%	77%	63%
their school looks for ways to improve (S2077)	91%	92%	78%
their school is well maintained (S2078)	94%	86%	83%



Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things (S2079)	81%	84%	73%

\* 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; Jump Rope for Heart, Mother's Day and Pie Drive.

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 2017, Bowen State School 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	2015	2016	2017
Short Suspensions – 1 to 10 days	67	38	60
Long Suspensions – 11 to 20 days	0	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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
2014-2015	238,509	21,455
2015-2016	142,645	103
2016-2017	239,711	7,380

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

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Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	20	5
Full-time Equivalent	33	15	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	29
Diploma	4
Certificate	0

\*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 2017 were \$51,550

The major professional development initiatives are as follows:

- Year level Curriculum planning
- Positive Behaviour for Learning – Essential Skills for Classroom Management, Restorative Justice
- Data Literacy – Putting Faces on the Data
- Beginning teachers and mentoring
- Teaching reading through the four lesson sequence
- First Aid Training
- Specialised health procedures
- OneSchool Training
- EAL/D
- Age appropriate pedagogy
- Master Teacher

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	86%

\*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 2017 for all Queensland Primary schools was 93%.

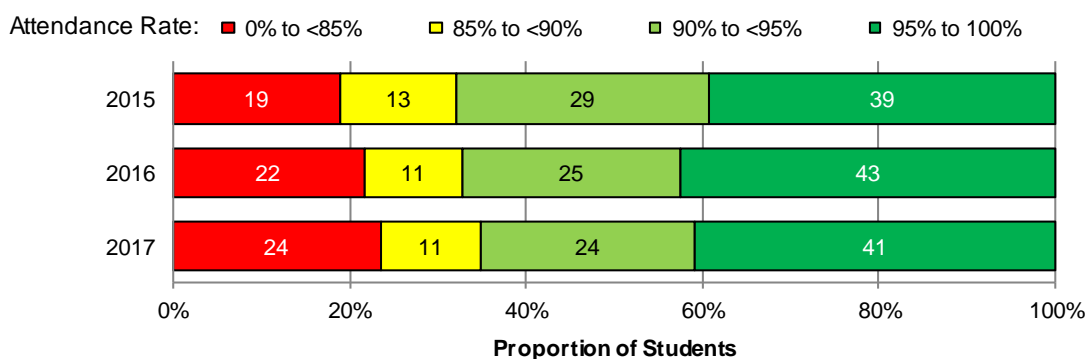
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	91%	91%	90%	92%	90%	91%						
2016	90%	92%	93%	91%	91%	90%	93%						
2017	91%	90%	90%	93%	91%	88%	90%						

\*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 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:

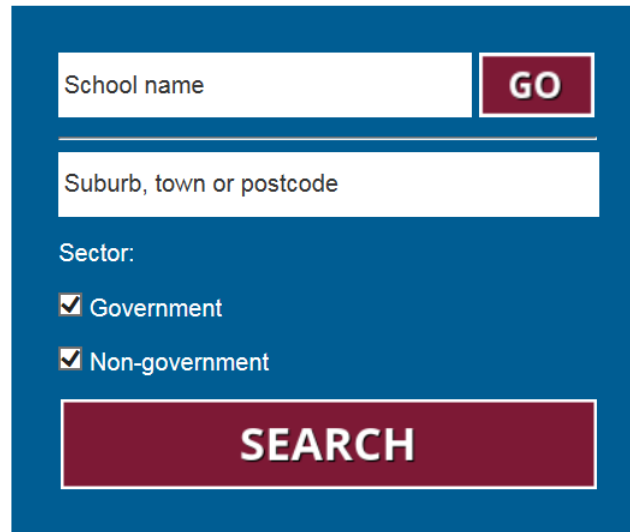
- Rolls are marked twice a day (am and pm)
- Students who are marked with an unexplained absence, a SMS School alert text message is sent home.
- Individual student attendance is monitored on a 5 weekly basis.
- Class attendance monitoring daily
- Whole school attendance monitoring
- Positive reinforcement 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 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.