

# Bowen State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bowen State School** from **4 to 6 September 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

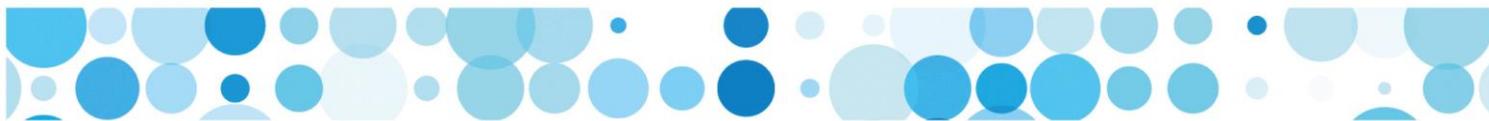
### 1.1 Review team

Rob Van den Heuvel	Internal reviewer, SIU (review chair)
Susan Clement	Peer reviewer
Graham Trevenen	External reviewer



## 1.2 School context

<b>Location:</b>	Kennedy Street, Bowen
<b>Education region:</b>	North Queensland Region
<b>Year opened:</b>	1865
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	452
<b>Indigenous enrolment percentage:</b>	19 per cent
<b>Students with disability enrolment percentage:</b>	5.9 per cent - verified disability 14.1 per cent - Nationally Consistent Collection of Data on School Students with Disability (NCCD).
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	929
<b>Year principal appointed:</b>	Semester 2 2016 (acting)
<b>Full-time equivalent staff:</b>	51
<b>Significant partner schools:</b>	Bowen State High School, Queens Beach State School, Merinda State School
<b>Significant community partnerships:</b>	Bowen Police-Citizens Youth Club (PCYC), Girudala
<b>Significant school programs:</b>	PCYC P.R.E.P, KidsMatter, Positive Behaviour for Learning (PBL), Zones of Regulation



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Inclusion (HOI), Head of Curriculum (HOC), master teacher, Business Manager (BM), guidance officer, 18 classroom teachers, five Learning Engagement Teachers (LET), Health and Physical Education (HPE) teacher, music teacher, two administration officers, chaplain, Community Education Counsellor (CEC), two tuckshop convenors, facilities officer, 15 teacher aides, 30 parents and 49 students including student leaders.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, Bowen PCYC and Girudala Community Co-Operative Society Ltd.

Partner schools and other educational providers:

- Bowen State High School.

Government and departmental representatives:

- Local Councillor for Division 5 for Whitsunday Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
2018 Preliminary released National Assessment Program Literacy and Numeracy data	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **The school is highly committed to supporting students' social and emotional needs and academic learning.**

The school embeds strong relationships for students through quality teaching, effective support staff and a commitment to all students achieving their personal best. There is a high priority on student wellbeing with programs and support staff available to provide support for individual needs. Groups including the Police-Citizens Youth Club (PCYC) and Girudala work in partnership with the school to provide ongoing programs. Community groups and parents readily articulate the positive manner in which the school works with providers in the community to support students.

#### **Parents articulate strong support and pride in the school.**

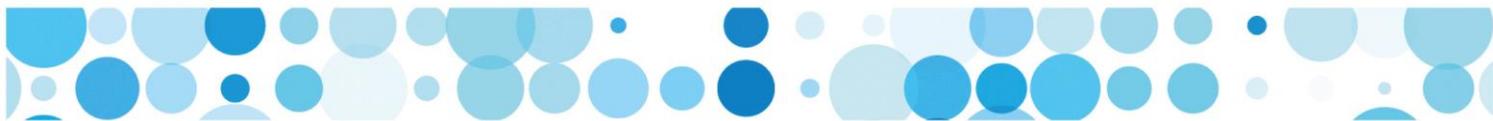
The school embraces its rich heritage beginning in 1865 and highly values its motto '*Ever onwards*'. The school's vision articulates the importance of empowering all students to learn to their full potential. This is embedded in the belief that '*Every student should be supported to become creative, collaborative and independent learners who have a strong sense of community and strive for excellence*'. Parents celebrate the school's success and proudly identify themselves as being part of the school community. Some parents proudly identify as being second and third generation families at the school.

#### **Staff members are highly committed to providing a broad range of experiences for students.**

A wide range of extracurricular activities is provided at the school. Students are provided with a diverse range of opportunities through partnerships and relationships with PCYC, Girudala, Save the Children, Whitsunday counselling service, Woolworths, Taekwondo school, Bowen swimming pool, early years network and Bowen Library. The school conducts a before school reading hub, school camps and other special events to enrich students' learning across all areas of the curriculum. Parents and students highly value these opportunities.

#### **The school places a high priority on student wellbeing and has processes established to provide support to address individual needs.**

Positive Behaviour for Learning (PBL) and KidsMatter provide consistent frameworks to help students recognise and manage their emotions. The school embeds strong relationships for students through the Student Support Team (SST) and the support of other staff members. PBL enables a structure for targeted lesson plans and helps to analyse and improve the behaviour, wellbeing and learning outcomes of students. Parents articulate strong support for celebrations of learning events. The acknowledgement of student success through parades, badges and awards is highly valued. Many staff members articulate the need to continue the successful work of PBL and KidsMatter as an important part of building clear expectations and a positive student culture for learning.



**School leaders manage staffing to support student needs and targeted areas of the Explicit Improvement Agenda (EIA) through adapting organisational arrangements and staffing roles.**

Innovative roles including middle leaders and Learning Engagement Teachers (LET) have been developed and adapted to meet local needs. The management of PBL, student wellbeing and student leadership, Explicit Instruction (EI), reading for Prep to Year 2, and the Arts and sports are supported through these developing roles. These roles provide alternate ways of working and different opportunities for staff. Key staff members acknowledge that personalised learning for staff leading projects and managing change is an important factor in the successful implementation of change processes.

**Staff members demonstrate a commitment to their expertise being central to improving outcomes for all students.**

The school has an identifiable core of experienced staff with some teachers new to the school and the profession. Teaching staff members express confidence with the curriculum they teach and demonstrate a keen interest in growing their pedagogical practices linked to student learning. Staff members identify being encouraged to develop skills in new curriculum delivery to increase the learning outcomes for students. The school undertakes staff development through the use of co-teaching practices, annual development plans and training. Individual staff members are guided through a gradual release model to implement the key improvement agenda of the school. Some staff members articulate a keen desire to access a broader range of expertise across the school for personally identified learning areas linked to the EIA.

**Staff members strongly identify the importance of teamwork and wellbeing to maximise staff capability in delivering student outcomes.**

The school works to maintain a learning environment that is safe, respectful, tolerant and inclusive. Staff members demonstrate commitment to identifying and addressing complexities and articulate that retention of key staff has impacted the continuity of school operations. School leaders acknowledge the importance of addressing teamwork and wellbeing to maximise staff capability in delivering student outcomes.

**The school articulates the importance of empowering all students to learn to achieve their full potential through the use of an EIA.**

The school's EIA identifies three priorities including the enhancement of student and community engagement, implementing a digital technologies curriculum, and having more than 85 per cent of students achieving a 'C' Level of Achievement (LOA) or higher for English and mathematics. The implementation of these priorities is greatly influenced by the teaching of writing and mathematical literacies. Staff members articulate that improved achievement and high engagement are central themes for training, support and feedback from curriculum leaders. School leaders and many staff members identify digital technologies curriculum as an area for further development. Teachers articulate a range of responses regarding how the digital technologies curriculum links to the current EIA.



**All staff members are committed to ‘The Bowen Way’ that clearly identifies utilisation of the Gradual Release of Responsibility (GRR) model and EI.**

Staff members demonstrate clear commitment to agreed pedagogical practices regarding the gradual release model and EI. Charts are visible and all teachers articulate confidence in working with ‘I do, We do, You do’ phases for a range of learning activities. Numerous artefacts reflect widespread use of learning intentions and success criteria. Students speak positively of the learning environment and indicate teaching staff set expectations that provide a learning challenge at appropriate levels.

**School staff members are highly committed to improving learning outcomes through the effective use of data.**

The school has a systematic plan for the collection of data across the school. A range of formal instruments are utilised including the Speech Sounds Pics (SSP) level screener, PM Benchmark, Words their Way, PAT-M, PAT-R, PAT-SPG and PROBE. Locally developed and classroom tools include Curriculum into the Classroom (C2C) assessments, timed number facts and sight words. Whole-school data walls for English and mathematics track LOA outcomes and students with ‘targeted’ absences. Data is analysed using the literacy continuum to target writing achievement in Years 2, 3 and 4. OneSchool and class dashboard are utilised by teachers to maximise positive use of data regarding teaching and learning.



## 2.2 Key improvement strategies

Continue to reinforce clear expectations and consistent routines through agreed frameworks promoting student engagement and wellbeing.

Continue personalised learning for key staff members managing change and the EIA.

Further develop school-wide strategies for individual professional capability development through targeted coaching and drawing upon the expertise of staff across the school.

Regularly monitor and address teamwork and wellbeing to maximise staff capability in delivering student outcomes.

Sharpen and narrow the EIA to address current priorities.