Messages

Principal’s message
The purpose of this annual school report is to provide our parents and community with a summary of Bowen Public School’s achievements and plans for 2010 and our long term goals.

2010 was a year where the school focus was on maintaining effective teaching time and providing stability for students and providing professional learning for teachers.

Bowen Public School continued to be involved in the national partnerships for Literacy and Low SES and was able to provide many successful programs through the effective implementation of this funding.

The Building Education Revolution provided a facelift for the primary classrooms and the canteen facility. It also provided more adequate outdoor shade coverage through the installation of ‘Covered Learning Areas’.

Bowen Public School continues to develop our ‘Positive Behaviour for Learning’ program (PBL). It focuses on three main expectations:

- We Are Learners
- We Are Respectful
- We Are Safe

We have introduced a ‘Target Card’, modified the award systems and established a planning room, where the focus is on supporting students through discussion and planning for their behaviour.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Carolynne Merchant

Student representative’s message
There were many things that the leaders and Bowen students attended during 2010. These included involvement in the community through participation in the ANZAC march, the NAIDOC march and activities such as Education Week. Being a part of the community activities and functions has helped us develop our leadership and we will maintain these leadership roles for life.

Many of our Year 6 students trained as ‘School and Staff Helpers’ (SASH). Through this we learn how to deal with other students’ problems and help them to solve issues. SASH helped within the Positive Behaviour for Learning (PBL) program, which started to raise the bar concerning school expectations, bringing in new ideas such as target cards and the planning room. It has helped us, as leaders, to learn a lot about Safety, Respect and Learning.

Our school participated in the pre2 program that involves all Orange Public Schools. Pre2 helps us connect with other schools and learn new skills, like using video conferencing equipment and participating in sporting activities.

Our school has run a variety of programs for students such as mentoring, band, guitar and dancing.

Jacinta Percival and Regan Priest

P & C and/or School Council message
During 2010 the P&C held a number of fundraising events including; BBQs at Bunnings, an election BBQ, stalls for Mother’s Day / Father’s Day and Christmas and a slice drive.

Through our fundraising we were able to contribute to the cost of the Stage 3 excursion and support the school’s ‘Positive Behaviour for Learning’ program. We also supplied each Kindergarten student with a school hat on their first day of school and completed the tinting of the library windows to protect computer equipment.

Wendy Chapman
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

The total of students in 2010 was 174, made up of 87 boys and 87 girls. Indigenous students made up 34.5% of student enrolments which was an increase of 5%. Approximately 2% of students had a multicultural background. The mobility of students is very high and the changeover of students has been calculated by the Home School Liaison Officer at an average of nearly 50% per year. This obviously has an effect on student numbers and attendance throughout the year but it also impacts heavily on teaching programs and assessment data.

Student attendance profile

The school averaged 91.0% for attendance in Semester One, compared to 92.4% for the region and 94.4% for state. New policies and procedures were introduced in 2010 to assist in developing communication between parents and school and increase student attendance. This focus will continue in 2011, with the further development of resources and strategies to support parents in ensuring high student attendance.

Management of non-attendance

Bowen Public School has introduced an attendance action plan for 2010. The action plan assists with the processes for identifying and supporting families of students with poor attendance. The plan highlights communication between Bowen Public School, parents and other schools to which students are transitioning. The school works closely with the Home School Liaison Officer and the Aboriginal Community Liaison Officer to support families.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.
<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2A</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1/2A</td>
<td>2</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>456S</td>
<td>4</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>456S</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>456S</td>
<td>6</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>456P</td>
<td>4</td>
<td>6</td>
<td>27</td>
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<td>456P</td>
<td>5</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>456P</td>
<td>6</td>
<td>8</td>
<td>27</td>
</tr>
</tbody>
</table>

**Structure of classes**

At Bowen Public School there were 6 mainstream classes and 2 special education classes. The special education classes catered for approximately 22 primary students over the year. There were 11 students in the K-2 area receiving additional support within their mainstream class setting.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school had four executive, and nine teachers (fulltime and part-time) in various roles. The majority of executive have been at the school between 2 and 4 years but all are experienced and have been teaching more than 15 years. Approximately 60% of staff had been at the school for less than 5 years, 3 of these teachers were new scheme teachers. 36% of teachers had been at the school for over 10 years. This reflects a change in the staff to include new and less experienced teachers.

The school engaged a number of School Learning Support Officers (SLSO’s) in 2010, to assist in classrooms and provide assistance for individuals or groups of students.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>-</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of MultiCategorical Disabilities</td>
<td>1</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Bowen Public School has an Aboriginal Education Officer who works with the staff, students and the community to assist and improve Aboriginal learning outcomes.

Two Aboriginal SLSO’s were employed through the ‘Norta Norta’ program. One of these Aboriginal SLSO was also employed to assist in literacy and numeracy and was implementing MultiLit, an individual targeted program to assist students in reading.

**Staff retention**

During 2010 one teacher was successful in gaining an executive appointment to another school through merit selection. Another teacher took the opportunity to retrain in Special Education – Vision at the end of the year. There was an increase in the number of temporary teachers employed through the implementation of National Partnerships and Priority School funding allocations.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2010

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$186,455.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>$150,717.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$508,067.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$568,586.76</td>
</tr>
<tr>
<td>Interest</td>
<td>$120,684.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$25,086.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$916,676.72</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$44,536.65</td>
</tr>
<tr>
<td>Excursions</td>
<td>$131,046.76</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$178,164.45</td>
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<tr>
<td>Library</td>
<td>$2,882.33</td>
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<tr>
<td>Training &amp; development</td>
<td>$50,982.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$382,457.66</td>
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<tr>
<td>Casual relief teachers</td>
<td>$33,988.44</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$47,342.42</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$42,033.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$14,655.94</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$6,598.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$11,420.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$572,654.65</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$344,022.07</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

In 2010 Bowen Public School entered the following sections in the Orange Eisteddfod and recorded the following results:

- Infant’s percussion – 1st place.
- Mixed Age Primary Choir – 1st Place

Bowen Public School also successfully auditioned for ‘Orange In Concert’ which showcases the best of music and dance within the Orange and district schools.

The Early Stage One Verse Speaking Choir performed ‘The Gotcha Bug’ dressed as green bugs, complete with antenna and painted faces.

The Stage One Percussion Group performed ‘the Muppet theme’ and looked fantastic in their very colourful outfits.

The Bowen Percussion group also performed at the Orange High School as part of the official launch of Education Week in Western NSW Region.

**‘On Track’**

2010 was another great year for ‘On Track’ the combined Bowen and Orange East Public School band.

The band was ably led by Rebecca Brine from The Canobolas Rural Technology High School and Mr Gerry Ramedge from the Orange Regional Conservatorium.

Performance opportunities included an 'open band' day during education week. Parents and friends were able to come and watch a band session and hear the students play. This year the band also participated in the Eisteddfod for the first time. This was because a new section allowing combined schools bands was created. They performed well for their first time and enjoyed the valuable experience it provided.

One of our students won a partial scholarship for trumpet tuition through the conservatorium. Most of our students will transition into the Canobolas Rural Technology High School Concert band.

Our band performed well at the end of year presentation days for both schools and was greatly appreciated by the schools’ audiences.

We are very proud of the level of student participation in these arts activities. Their assistance with the organisation and setting up of band equipment has led to increased tuition time and smooth running of activities. The dedication of our teachers in working with students to develop their skills is very commendable.

**Sport**

Bowen entered a number of PSSA Knockout competitions in 2010 which exposes students to a variety of sports that they have few opportunities to experience otherwise.

We also had Go-Go Golf visits and training from local sporting clubs.
Bowen Public School students represented the school proudly at swimming, cross country and athletics carnivals. A number of students progressed to represent Orange District at the Western Area Carnivals in all three events.

In 2010 the school was involved in the development of a regular school sporting competition offering unique opportunities for students in the pre2 participating schools.

The pre2 Sport Program has included:
- A weekly sporting competition for Stage 2 and Stage 3 children;
- AFL and Touch Footy games;
- The involvement of development officers within each of the sporting areas;
- Skill development and games.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)
Yr 7: from Band 4 (lowest) to Band 9 (highest)
Yr 9: from Band 5 (lowest) to Band 10 (highest)

**Literacy – NAPLAN Year 3**

The following NAPLAN graphs show the percentage of students in bands for 2010 compared to the school average percentage for 2008 to 2010.
Progress in literacy

Student growth in all literacy areas, except spelling, has exceeded that of the state and similar school groups.

Overall growth in literacy, combining the 4 strands, shows strong growth in the middle 50% range, with a lower representation in the top 25% of growth.

Of note is the 21% in the lower 25% of growth, better than the State mean.

Progress in numeracy

Overall growth in numeracy is above the State mean growth rate. Of note are the 28% of students in the top 25% for growth in NSW.

In terms of comparison to State data, there remains a trend in the school to have larger numbers in bands at or below the minimum standard, however there is a consistent pattern of movement into the higher bands.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

At or Above Minimum Standard

Only one student in a mainstream class was performing below national benchmark in one area of NAPLAN.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010 two executive and the Aboriginal Education Officer attended a 3 day professional learning course through the ‘Stronger Smarter’ institute. ‘The Stronger Smarter Institute is a group of people committed to changing the tide of low expectations in Indigenous education.

Tyson Yunkaporta the Aboriginal Education Consultant worked with staff on the ‘8 Ways of Learning’ which is a pedagogical framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, focus can remain on core curriculum content while embedding Aboriginal perspectives in every lesson.

The idea to establish a cultural garden to incorporate the school expectations of respect, safety and learning, the concept of learning through culture, local significant Aboriginal sites, and the involvement of the school community was initiated in 2010. This is a large project and will take place gradually as funding and personnel are available.

The school also maintained links with the Orange Aboriginal Medical Service (OAMS) who ran the ‘Brighter Smiles’ program. The implementation of the ‘Marangdhu Waluwin’ (Together in Good Health) program began in Stage One and Stage Two during 2010.

Transition to school programs were implemented through the CareWest preschool and programs such as MERGE and Better Pathways were again accessed by students during the holidays. As always students participated in NAIDOC Week celebrations and the NAIDOC Week march.
Bowen Public School continued to implement varied literacy and numeracy programs and strategies to assist in closing the gap in learning outcomes between Indigenous and non-Indigenous students, including the implementation of the Norta Norta program.

**Multicultural education**

In 2010 approximately 2.2% of the student population had a multicultural background. Bowen Public School implemented varied strategies to cater for all multicultural learners. A school Anti-Racism Officer was a support for students and families if required, however there were no racism complaints during 2010.

The school as a whole continued to study other cultures as part of the HSIE program in all stages, and tolerance of those who may be different to us in various ways is encouraged and actively taught.

**Respect and responsibility**

The school continues to run some very successful projects for students which aim to increase student responsibility and help students to become respectful and caring citizens. PBL, Meteorite Mentors, Men’s Shed and the Playground Program are examples of these.

**PBL**

In 2010 the ‘Positive Behaviour for Learning Program’ (PBL) continued to be a school focus. Students participated in daily lessons around three general expectations incorporating core values:

- We Are Learners
- We Are Respectful
- We Are Safe

PBL is a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour. In 2010 PBL was further developed to include target cards and a reward system. The target cards assist students to self-monitor their behaviour, and provide a supportive framework for teachers to work with students who require extra assistance.

**Meteorite Mentors**

A mentoring program was established in 2010 through Priority Action School funding. The program was based on the ‘Plan-it Youth’ program being used within the local high schools. A number of volunteer adults work with selected students each week in a mentoring capacity. They provide support and assistance to the students in an area of interest. The students thus have an adult role model and someone to listen to their needs. The program has been extremely successful and will continue on into 2011 with minimal funding required.

**National partnership programs**

**Literacy**

**Low SES**

In 2010 the school received additional funding by the Federal Government. This funding was under two categories - National Partnerships Literacy and Numeracy and National Partnerships Low SES.

Through National Partnerships Literacy and Numeracy the school implemented Reading to Learn as a whole school focus and MultiLit as an individual intervention program for targeted students. This was led by a Learning Classroom Leader to support teachers in the implementation of these programs. Tutors were trained to implement MULTIIT, and pleasing results have been achieved by students. During 2010 two more staff members trained and were accredited in Reading to Learn. Other staff, including School Learning Support Officers, continued to increase their skill through additional workshops and team teaching.

The National Partnerships Low SES has been used in 2010 to develop teacher professional learning, focusing on quality teaching, and aims to develop the capacity of teachers and the implementation of effective programs. In 2010 National Partnership funding allowed for the school’s involvement in such areas as connected learning, professional workshops in comprehension, writing and vocabulary and the acquisition of updated computers. National Partnership funding also provided the opportunity for executive staff to be given non-teaching workloads. This allowed the implementation of school-based professional learning and team teaching / mentoring to occur.
to increase leadership, quality teaching and teaching and learning strategies.

**Connected learning**

Bowen Public School was involved with other local Orange primary schools (pre2 learning community) in a collaborative connected classrooms project. This collaboration provided the capacity and ability to share expertise and resources through a supportive network of schools.

Through the pre2 Connected Classroom project:

- All participating schools invested finance and professional support to fund a facilitator’s position to oversee the project and deliver the learning program in collaboration with the teachers involved;
- Class teachers, from across schools, collaborated in setting directions for the connected classroom initiatives to deliver interactive video-conference linked lessons on a weekly basis;
- There was an ongoing focus on pedagogy and curriculum diversity through the use of interactive boards, wikis and log work samples.

**Other programs**

In 2010 Bowen Public School received support through a variety of funding programs.

**Priority Schools Funding Program (PSP)**

The Priority Funding Program provided the school with an additional $25000 and extra teacher allocation (0.2).

The funding was used to support the achievement of the school’s literacy and numeracy target (to increase the literacy and numeracy attainments of students). The funding provided resources for use within literacy and numeracy teaching and learning.

The extra teaching time was used to provide additional support for identified students and to provide support for teachers in teaching and learning activities. Funding was also allocated to allow for the employment of additional support staff in 2010.

**Priority Action Schools (PAS)**

In 2010 Bowen Public School received $120000 for the implementation of initiatives through the Priority Action Schools Program. This program aims to assist schools to build their capacity to improve students’ educational outcomes through enhanced literacy and numeracy programs and increased student engagement.

Through this funding, executive were released from their teaching load so as to support classroom teachers through team teaching, modeling and professional learning activities. Teachers were supported through stage meetings and class literacy and numeracy blocks. All teachers were given additional release time for collaborative planning and additional professional learning activities.

The role of Learning Classroom Leader was also supported through PAS so that additional support and learning was available for all teachers in literacy and in particular Reading Recovery.

Funds were also provided to the pre2 Learning Community to support collaborative professional learning activities for middle executive in Orange.

Both the Priority Schools Funding Program and the Priority Action Schools funds, along with other school funding sources contributed to the following opportunities for staff and students at Bowen Public School:

- Two additional teachers were trained in Reading to Learn (R2L). All teachers who have participated in the training previously were supported through mentoring and peer activities at school level;
- All staff implemented a balanced English program including such strategies as Jolly Phonics, Jolly Grammar, Reading to Learn and modelled, guided and independent reading strategies as appropriate;
- On-going upgrade of literacy resources across the school;
- Integration of technology into the English curriculum through the use of interactive whiteboards, word processing programs, PowerPoint, virtual excursions and visual literacy;
- The implementation of Personal Learning Plans (PLP’s) for targeted students;
• The implementation of specific comprehension programs for Stage 2 and Special Education classes. This program is to be continued in 2011 and will incorporate other classes.

Progress on 2010 targets
Our targets for 2010 focused on moving students out of the lower bands of NAPLAN.

Target 1
*Decrease the percentage of mainstream students in the bottom two bands for overall literacy to regional levels or lower than the school average for the past three years.*

Our achievements included:
• The establishment of a Learning Classroom Leader (LCL);
• Two additional staff trained in R2L and R2L strategies embedded in teaching and learning programs;
• Release program operating that allows for sharing of skills and best practice between stages;
• Targeted students have a Personal Learning Plan (PLP) negotiated between the student, caregiver and classroom teacher;
• There has been a significant movement from band 1 to band 2. All areas for Year 3 and Year 5, (except Year 5 spelling) have shown a decrease in the number of students in the bottom 2 bands compared to the average of the last 3 years.

Target 2
*Reduce the percentage of Year 3 & Year 5 Indigenous students in the lower two bands of overall literacy to regional levels or better than school records for the past two years*

Our achievements included:
• All Aboriginal students in Stage 1, Stage 2 and Special Education have a Personal Learning Plan (PLP) negotiated between the student, caregiver and classroom teacher;
• 25% of Year 3 Indigenous students were in the lower 2 bands for reading and writing compared with 45% in the region for reading and 28% in the region for writing;

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations for Planning in Technology and Literacy.

Educational and management practice
*Background*
In 2010 our school carried out an evaluation of Planning for Technology as part of the National Partnerships – Low SES and Literacy requirements.

Technology was identified due to the constant change and the emerging technologies which need addressing.

In conducting the school evaluation on technology the following areas were analysed:
• SMART DATA – training and use of data analysis for improving student outcomes;
• Teacher computer skills and professional learning needs;
• Parent / Staff and Student questionnaires; and
• Teacher Surveys – CLAS and DASA.

*Findings and conclusions*
The DASA survey included areas such as data driven pedagogy, ethical practice, using SMART data and SMART analysis for the classroom and school. The survey showed an overrepresentation of staff in the first phase for most areas. Findings included the issue of teachers new to the school during the year and casual teachers who had not had specific SMART training.

The CLAS survey used an ICT framework similar to DASA but concentrating more on general ICT skills. The CLAS domains included assessment,
integrating ICT, and on-line interaction. Again the CLAS survey showed an overrepresentation of staff in the first phase for most areas. Integrating ICT and ICT perspectives were two areas which were identified as needing addressing

All parents who returned surveys agreed that there was good student access to computers and strong technology programs and resources to support learning. Connected Classrooms was a focus in 2010 in Stage 3. Parents of Year 5 and Year 6 students felt that this had been interesting and beneficial to their child.

Teachers indicated a need for further professional learning in technology and in particular the use of interactive whiteboards in the classroom.

The employment of an extra teacher for one day a fortnight has assisted greatly in the management of technology throughout the school.

There was an identified need to understand students’ interactions with the social media available and find ways of addressing the increasing use of social media in teaching and learning activities.

**Future directions**

In planning for the constant emerging technologies:

- Develop a school technology policy and plan reflecting school priorities, K – 6 scope and sequence, and agreed school assessment and tracking systems;
- Set up interactive whiteboard R2L resources on school server to allow staff to access and share;
- Whole school TPL provided on using SMART data analysis to inform programming;
- Executive professional learning to develop technology skills in SMART in the areas of professional contribution and using data to drive pedagogy;
- Whole school and staff professional learning identified to support ICT initiatives through stage plans;
- Support teachers in understanding the guidelines which reflect good professional practice for confidently using social media in line with the values of NSW public education and training.

**Curriculum**

In 2010 our school carried out an evaluation of Literacy as part of the National Partnerships – Literacy / Low SES requirements.

**Background**

Literacy performance had been selected as the basis for the two ASR targets in 2009, both for mainstream and Indigenous students. Literacy was also the continuing focus for the school management plan and National Partnerships funding.

In conducting the school evaluation, data from the ‘Analytical Framework for Effective Leadership and School Improvement in Literacy’ was used. As well as this surveys were completed by staff, students and parents. Assessment data from Best Start, Reading Benchmarks and NAPLAN was also considered.

**Findings and conclusions**

Overall there was an increase in student beliefs about literacy when compared to 2009. In particular there was clear growth in students thinking that what they learnt was useful, Students believed that:

- They tried their best and took pride in their learning;
- They had good reading skills;
- The activities the teacher used in literacy helped them learn.

Students did score the following at a lower rate:

- My teacher tells me what I need to do to improve my results in English;
- My teacher clearly explains what I will be assessed on in tests and assessments;
- I believe I have good writing skills;

Overall the teacher responses were very positive. Results indicated a greater need for:

- Use, understanding and implementation of Higher Order Thinking Skills;
- Use of explicit criteria as a reference point for assessing students;
• Opportunities to revisit the syllabus is needed for some staff members for deeper understanding;
• Professional learning needed to be broadened to cater for all teachers needs;
The Analytical Framework for Effective Leadership showed pleasing growth for school improvement in literacy.
• Staff members use student achievement data to make stage and whole school decisions about teaching priorities and time allocation;
• Student need is considered when allocating literacy and numeracy teaching resources;
• Collection and analysis of student performance information in literacy occurs at least each semester.

Best Start and NAPLAN data for 2010 highlights:
• Best Start data indicates that new Kindergarten students have very limited understanding or awareness of basic literacy concepts;
• The data supports the need for targeted assistance for ES1 students and S1 students and also the need for scaffolding learning so that students can make fast initial progress;
• NAPLAN results showed very significant growth in literacy overall, more than comparable to the State growth. Of concern is the overrepresentation of Indigenous students in the lower levels of growth;
• NAPLAN and school data shows that growth has been made in reading and punctuation for both Year 3 and Year 5. This growth has been achieved through:
  • The use of Learning Classroom Leader and provided support to teachers
  • Team teaching
  • Implementation of literacy groups
  • Implementation of R2L
  • Use of Intensive Comprehension Strategies;
  • There is a shift into the middle bands of NAPLAN but a lack of representation in the top bands;
• Of concern are the consistently lower levels of growth for Indigenous students;
• Numeracy was felt to be much less of a focus than literacy within the school, partly because of the National Partnerships focus on literacy.

Future directions
• Best Start data – monitoring and tracking of students from Kinder to Year 2 against the literacy continuum;
• Bowen Public School needs to develop an efficient mechanism for implementing tracking;
• Consolidation of reading strategies – MULTILIT, Reading to Learn;
• Personalised Learning Plans and Individual Education Plans embedded into classroom practices;
• Ensure balance of writing and reading within teaching strategies so that students are progressing in both areas;
• Continue to use professional learning opportunities such as Gail Brown, Best Start initiatives and Reading to Learn to further develop quality teaching;
• Continue the employment of literacy tutors and School Learning Support Officers within the classrooms where funding permits;
• Analyse the gap in reading between Indigenous and non Indigenous students from Kinder to Year 2. Investigate strategies to lessen this gap before Stage 2.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.
The parent surveys showed very similar results to 2009. The areas of fair discipline, uniform and school connectedness showed significant growth.
Students felt that their parents held high expectations for their performance at school and that they tried their best and took pride in their learning. There was clear growth in students thinking that what they learnt was useful, that
people could depend on them, and that the other students were friendly.

- Areas for future focus still include fair discipline, challenging programs, encouragement of parents into the school to discuss student progress, their concerns, and those of their children;

- The opportunity for parents to discuss student concerns has an implication particularly with Indigenous families where students continue to be achieving poorly. Personalised Learning Plans have been introduced and developed in 2010 with all Stage 1, Stage 2 and students receiving special education support in years K-6 having had parent interviews. All Early Stage 1 parents had interviews using Best Start as the stimulus;

- Aboriginal culture - enhanced opportunities for communication and the forging of stronger links with the community were initiated in 2010;

- The disbanding of the Parents as Teachers program by DET will impact heavily on school and community interactions. Opportunities need to be created to ensure that we keep aspects of this program sustainable, such as home visits;

- A mobile CareWest preschool was established on premises during 2010. Links need to be constantly developed to ensure that all Bowen Kindergarten students are accessing the services.

**Professional learning**

In 2010 all staff had access to professional learning opportunities, and over $15000 was expended from professional learning funds and supplemented by school based and Priority Schools Programs funds. This meant that an average of $900 was spent per teacher on accessing non school based professional learning activities.

Literacy was again the main focus for professional learning and two teachers accessed the Reading to Learn. School based professional development in Reading to Learn was provided by the Learning Classroom Leader. Reading comprehension was a focus through the ‘Gail Brown’ comprehension strategies and was implemented in the Stage 2 and special education classes, with the skills being shared amongst staff.

The Stronger Smarter Institute provided training for three staff members aiming to close the learning gap between Indigenous and non-Indigenous students.

Two executive members attended the ‘Stephen Covey’ professional development course which develops skills for highly effective people.

The staff participated in staff development days each term. These days focused around completing mandatory training in things such as first aid and child protection. Staff also attended a variety of courses throughout the year to develop skills to assist in meeting the specific needs of students, including special education, PBL and sporting skills.

All staff completed an online survey (DASA) as part of the school evaluations, which identified ongoing areas for future technology development.

**School development 2009 – 2011**

Bowen Public School has four focus areas for 2009 – 2011. These were developed in consultation with School Education Consultants and the School Education Director. They were refined as a result of the introduction of National Partnerships expectations to ensure that they reflected National Partnerships reforms and priorities.

- **Literacy** – Students will read with comprehension, write with skill and communicate effectively and responsibly in a variety of ways and situations.

- **Numeracy** – To develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics.

- **Student Engagement** – To encourage students access to the curriculum, particularly in literacy and numeracy, through whole school programs emphasising: key transition points, PLPs for targeted students, technology integration, PBL and Aboriginal Education and leadership initiatives.
• **Aboriginal Education** – To raise the literacy and numeracy skills of Aboriginal students to regional levels.

**Targets for 2011**

**Target 1**

*Decrease the percentage of mainstream Year 5 students in the bottom two bands in NAPLAN numeracy in 2011 to regional levels, or better than the school average of the past three years.*

Strategies to achieve this target include:

- Employ additional staff to allow for Team Teaching and mentoring Teachers with the development of effective teaching & learning strategies in Numeracy;
- Provide training for identified staff in maths and specific strands under executive direction;
- Strategies implemented in classroom practice.

Our success will be measured by:

- Improved capacity of teachers to deliver numeracy programs with a staff member driving the numeracy focus;
- Teaching and learning programs reflect sound numeracy strategies and professional learning;
- Students with numeracy needs are receiving tutor support;
- ES1 /S1 students tracked over terms against numeracy continuum;
- Resource Mathematics teaching programs to ensure all teachers and students have access to current and up to date resources.

**Target 2**

*Decrease the number of unjustified whole day absences by 10%.*

- Improve attendance monitoring procedures;
- Identify targeted families with poor attendance rates and work to improve attendance;
- Provide relevant curriculum initiatives that will engage students, foster positive attitudes towards school and raise self esteem.

Our success will be measured by:

- Improved attendance rates;
- Increased parent contact by school;
- Published brochure with visuals for Bowen Public School;
- Processes embedded in practice;
- Increased networking with HSLO;
- Student involvement in initiatives producing increased engagement at school.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Carolynne Merchant   Principal
Tracy Sherringham   Assistant Principal
Tracey Graves   Assistant Principal
Robert McPherson   Assistant principal
Wendy Chapman   Parent Representative

**School contact information**

Bowen Public School
50-60 Park Street
ORANGE
NSW 2800
Ph: 02 63623655
Fax: 02 63617603
Email: bowen-p.school@det.nsw.edu.au

School Code: 4538

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: