2009 Annual School Report
Bowen Public School

NSW Public Schools – Leading the way
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 2009 and our long term goals.

2009 was initially a year of change for Bowen Public School, but also a year where the school focus was on maintaining effective teaching time and providing stability for students.

A new principal was appointed at the beginning of the year as well as a new Assistant Principal for Special Education; this meant that 50% of the executive staff was new to the school. Throughout the year there were changes in the school administration staff with final appointments being made by the end of 2009.

Many new projects were initiated throughout the year. The Building Education Revolution and National Pride programs meant funding for a facelift in the primary section of Bowen Public School as well as providing for more shade structures in the school, and an update to existing shade structures. The canteen was selected to be refurbished and one of the classrooms will become a multi purpose room. These projects will be completed in 2010.

During Semester Two Bowen Public School was nominated to be part of the National Partnerships Literacy and Numeracy and the National Partnerships Low SES. This meant the initiation of two evaluations for the school with a focus on literacy, which resulted in the school being provided with further funding for literacy and teacher professional learning for 2009 and 2010.

The core values of our school are emphasised through the ‘Positive Behaviour for Learning’ program that was introduced this year. It focuses on three main expectations:

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

This program is a long term program and aims to develop a consistent approach in the teaching and encouragement of positive student behaviour. In 2009 the focus was on the general expectations of the school. In 2010 specific behaviours for specific school areas and events will be taught.

The staff of Bowen Public School completed several different evaluations during 2009. As a result of the analysis of data that was derived from them, some clear focuses have been established for 2010 and beyond. These focuses will work towards increasing student achievement, best practice in teaching and learning and school management.

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

P&C

During 2009 the P&C held a number of fundraising events including; BBQs at Bunnings, a fashion show, stalls for Mother’s Day / Father’s Day and Christmas.

Our contributions to the school included $300 for reading resources, $1000 towards the new bell system and a super shooter, $275 for netball skirts, $300 towards the Stage 3 Canberra excursion and $300 for Year 6 farewell gifts. We also donated money to the school for the ‘Positive Behaviour for Learning’ program and supplied each Kindergarten student with a school hat on their first day of school.

For 2010 we aim to contribute more to the school, including getting the library windows tinted to protect computer equipment.

Bronwyn Lennard

Student representative’s message

At Bowen Public School, Year 6 was involved in many leadership roles in 2009. These included the Young Leaders’ Day in Sydney, running school assemblies and training as SASH (Student and Staff Helpers). The Year 6 leaders were also publicly recognised for their outstanding participation in NAIDOC and ANZAC events.

Our school leaders participated in all these activities with pride and confidence. We accepted the responsibility that comes with leadership through our roles in SASH. This gave us the opportunity to be an asset in the playground, create new friendships, take on responsibilities in helping other students in the playground, and assist teachers to organise events such as the Positive Behaviour for Learning launch activities.

Our school leaders have shown great leadership throughout the year.

Cody Gardiner and Kaitlyn Woods
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
Student numbers in 2009 totalled 175 students, made up of 93 boys and 82 girls. The number of students was fairly evenly distributed across the school with most grades having between 20 – 25 students. Indigenous students made up 29% of student enrolments and approximately 2% of students had a multicultural background.

The mobility of students is very high and the change over of students has been calculated by the Home School Liaison Officer at an average of nearly 50% per year. This obviously has an affect on student numbers and attendance throughout the year but it also impacts heavily on teaching programs and assessment data.

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>87.8</td>
<td>89.5</td>
<td>90.9</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>86.3</td>
<td>89.5</td>
<td>90.9</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.0</td>
<td>91.0</td>
<td>91.1</td>
<td>91.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.9</td>
<td>90.9</td>
<td>90.9</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>88.7</td>
<td>88.7</td>
<td>88.7</td>
<td>88.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90.2</td>
<td>90.2</td>
<td>90.2</td>
<td>90.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.9</td>
<td>90.9</td>
<td>90.9</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.2</td>
<td>89.5</td>
<td>90.9</td>
<td>89.1</td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile
The school averaged 89.1% for attendance compared to 89.9% for the region and 92.1% for state. New policies and procedures to be introduced in 2010 will assist in developing communication between parents and school and aims to increase student attendance. This has been included as a target in the 2010 management plan.

Management of non-attendance
The school newsletter is used to inform parents about the requirements for student school attendance and sending notes or phoning the school to explain absences. Bowen Public School records attendances using the OASIS system. Class letters are sent as reminders and to request information as follow up when students have been away and the absence is unexplained. Home visits or phone calls are also used when teachers are concerned about a student’s attendance. Students who have a poor attendance record or are causing concern are then referred to the Home School Liaison officer.

In 2009 the school took part in a Joint Anti Truancy program (JAT), in conjunction with the Orange Police, the Home School Liaison Officer and other local Orange schools. This program aimed to identify school aged children in the central business area of Orange and to look at reasons as to why they were not attending school.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1 M</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1/2 S</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>1/2 S</td>
<td>2</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>2/3 A</td>
<td>2</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>2/3 A</td>
<td>3</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>3/4 B</td>
<td>3</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>3/4 B</td>
<td>4</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>4 M</td>
<td>4</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>5/6 P</td>
<td>5</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>5/6 P</td>
<td>6</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>5/6 S</td>
<td>5</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>5/6 S</td>
<td>6</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>K JADE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Structure of classes**

At Bowen Public School there were 8 mainstream classes and 2 special education classes which catered for approximately 18 students.

**Staff information**

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

**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>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Teacher RFF / Part Time / Support</td>
<td>0.762</td>
</tr>
<tr>
<td>Priority Schools Program</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Multi Categorical Class</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Integrated Intellectual Disabilities K-2</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher Parenting Program</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5.022</td>
</tr>
<tr>
<td>Total</td>
<td>21.099</td>
</tr>
</tbody>
</table>

The school had four executive, and thirteen teachers (fulltime and part-time) in various roles. There were six support staff including one Aboriginal Education Officer and five administration staff. The majority of executive have been at the school between 1 and 3 years but all are experienced and have been teaching more than 15 years and 77% of teachers had been teaching longer than 10 years.

The school engaged a number of School Learning Support Officers (SLSO’s) in 2009, to assist in classrooms and provide assistance for individuals or groups of students. Four Aboriginal SLSO’s were employed through the ‘Norta Norta’ program. An Aboriginal SLSO was also employed to assist in literacy and numeracy and was trained in MultiLit, an individual targeted program to assist students in reading.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2009</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>128 902.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>137 504.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>315 974.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>50 387.51</td>
</tr>
<tr>
<td>Interest</td>
<td>5 776.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6 552.49</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>645 097.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9 745.74</td>
</tr>
<tr>
<td>Excursions</td>
<td>16 488.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>28 060.26</td>
</tr>
<tr>
<td>Library</td>
<td>4 029.47</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 409.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>248 444.12</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>41 639.83</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>46 024.75</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35 200.09</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17 385.40</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 916.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8 297.27</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>458 641.35</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>186 455.74</td>
</tr>
</tbody>
</table>
A full copy of the school's 2009 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 2009

Achievements

Orange Eisteddfod

In 2009 Bowen Public School entered a record number of sections in the Orange Eisteddfod and recorded the following results:

- Infants Mime – 1st place.
- Infant’s percussion – 2nd place.
- Kindergarten Verse Speaking – 3rd place.
- Infants Choir – Highly Commended.
- Primary Mime – 1st place.
- Stage One Verse Speaking – Highly Commended.

Bowen Public School also successfully auditioned for ‘Orange In Concert’ which showcases the best of music and dance within the Orange and district schools. Bowen Public School performed a percussion and dance item titled ‘The Teddy Bear’s Picnic’ and received many positive comments for this performance.

‘On Track’

2009 was another great year for ‘On Track’ the combined Bowen and Orange East Public School band.

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

‘On Track’ was comprised of 59 students with 29 of those students representing Bowen Public School. 2009 was a year of rebuilding after losing a significant group of senior students to high school.

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.

Some of our more advanced students played in the combined Orange Schools band at the ‘Orange Schools in Concert’ in November. This was a great night at the Orange Civic Theatre to showcase the performing arts abilities of students in public schools across Orange.

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

Sadly our time with Ms Millner came to an end as she accepted the position of Head Teacher Music at Molong Central School for 2010.

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 2009. These included Touch, Hockey, Soccer and Netball. We experienced moderate success but more importantly, children were exposed to a variety of sports that they have few opportunities to experience otherwise.

We also had Go-Go Golf visits, training from local sporting clubs and an infant’s tabloids day.

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.

Staff continue to play vital roles in the development of sport both at Bowen Public School and in the Orange area. Mr Sutton and Mr McPherson hold positions on the district PSSA Executive and both were involved in Western Area U/11s Rugby League as coach and manager. Mrs Ronan worked tirelessly with the girls for Netball and Mrs Briggs organised and ran the Orange District Athletics Carnival this year.

The implementation of a weekly sport program that develops individual skills and ties these to major games is being planned for 2010. This is to complement a district sport initiative that is expected to be running in 2010.

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 the 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 2009 compared to the school average percentage for 2007 to 2009. School average figures were not available for spelling or grammar and punctuation.
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Progress in literacy

While NAPLAN results indicate students have in some cases decreased in the progress made over time, a deeper analysis of data shows some significant improvements.

The 2009 growth rates for Indigenous students in writing and overall literacy was significantly above the state average. Also in 2009, 42.9% of students achieved above or equal to the minimum growth rate compared to 19.0% in 2008. 9.5% of students were in the top 25% of the state in terms of their growth for overall literacy in 2008 and this rose to 14.3% in 2009.

Progress in numeracy

Although heavily represented in the lower numeracy bands, Bowen Public School had a focus on moving students forward from where they were. In 2009 46.7% of students achieved at or above the minimum growth rate required in numeracy, which was a significant improvement on the 2008 figure of 28.6%. This improvement indicates that the numeracy strategies that Bowen Public School is putting into place, are having a positive effect.
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 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>76</td>
</tr>
<tr>
<td>Spelling</td>
<td>64</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>64</td>
</tr>
<tr>
<td>Numeracy</td>
<td>56</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>61</td>
</tr>
<tr>
<td>Writing</td>
<td>68</td>
</tr>
<tr>
<td>Spelling</td>
<td>72</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>60</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

In 2009 staff at Bowen Public School had the opportunity to explore the pedagogy of ‘8 Ways of Learning’ through an in-school workshop. This was then followed by a workshop with Tyson Yunkaporta (Aboriginal Education Consultant) at Calare Public School. ‘8 Ways of Learning’ 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.

This was an initial activity to develop an understanding as to how Aboriginal perspectives could be effectively incorporated into classroom programs and planning. It will be followed by staff participation in workshops for ‘What Works’ and ‘Stronger Smarter’ in 2010. ‘What Works’ is a program that helps schools to plan and take action to improve educational outcomes for Australian Indigenous students. The Stronger Smarter Institute is a group of people committed to changing the tide of low expectations in Indigenous Education.

Teachers at Bowen Public School continue to include Indigenous reading texts in Literacy lessons and are constructing Reading to Learn scaffolds to support student learning.

The school also maintained links with the Orange Aboriginal Medical Service (OAMS) who ran the ‘Bright Smile’ program. Planning has taken place to implement the ‘Marangdhu Waluwin’ (Together in Good Health) program in 2010 for K-6 students.

Transition to school programs were implemented through Bowen Beginners 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. This year the Indigenous students also went to Clergate Public School where they shared their culture through varied activities with students from local small schools.

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 employment of Aboriginal School Learning Support Officers and the implementation of the Norta Norta program.

Whilst Indigenous students are over represented in the lower bands of NAPLAN some successes have been achieved. An Indigenous student scored the top mark for reading in Year 3.
NAPLAN and the overall growth from Year 3 to Year 5 for Indigenous students in writing and overall literacy was significantly above state levels.

**Multicultural education**

In 2009 approximately 2.2% of the student population had a multicultural background (students with English as a second language – ESL). Bowen Public School implemented varied strategies to cater for all ESL learners.

A school Anti-Racism Officer was a support for students and families if required, however there were no racism complaints during 2009.

The Multicultural Resources Centre and the ESL consultant were utilised in developing appropriate programs for students. A teacher was employed to cater for the learning needs of the students in small group and individual learning situations.

Meetings were held with parents to ensure that communication was clear and understood, and reporting formats were adapted where necessary.

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**

In 2009 Bowen Public School introduced the Positive Behaviour for Learning Program (PBL) and this has been actively supported by the school's P&C.

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.

**Other programs**

In 2009 Bowen Public School received support through a variety of state government funding programs.

**Priority Schools Funding Program (PSP)**

The Priority Funding Program provided the school with an additional $28300 and an extra teacher for one and a half days per week (0.3).

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 - especially Year 2 and Year 4 students). The funding provided resources for the 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 has also been allocated to allow for the employment of additional support staff in 2010.

**Priority Action Schools (PAS)**

In 2009 Bowen Public School received $118000 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, team teaching techniques were used to assist with increased focussed support for students. Stage 2 teachers trialled team teaching in the latter part of the year, which allowed for support for a new scheme teacher.

Funds that remained at the end of the year were allocated to introduce a mentoring program in 2010. The program will be based on the ‘Plane-It Youth’ program being used within the Orange High and Canobolas Rural Technology High Schools. The funding will assist all schools to implement the program and supports a network approach to education in the Orange schools group.

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.

- Three additional teachers were trained in Reading To Learn (R2L). All teachers who have participated in the training previously were supported through mentoring / 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.
- Teachers/tutors targeted students to promote growth in literacy and numeracy including focussed transition programs into Kindergarten.
- On-going upgrade of literacy resources across the school.
- Employment of Benchmarking, Best Start and Western Area Assessment Framework.
• STLA support in developing programs to target individual / small group needs for students.
• Support for Stage One and Stage Two with the establishment of an extra position for teacher professional learning, modelling, stage planning, programming and team teaching.
• Targeted Literacy Support for early childhood students through language / literacy and community programs.
• Integration of technology into the English curriculum through the use of interactive whiteboards, word processing programs, PowerPoint, virtual excursions and visual literacy.
• The introduction of Personal Learning Plans (PLP’s) for targeted students.
• Home reading focus.

National Partnerships
Literacy and Numeracy
Low SES

In 2009 the school was nominated to receive 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 elected to implement Reading to Learn as a whole school focus and introduce MultiLit as an individual intervention program for targeted students. This will be led by a Learning Classroom Leader to support teachers in the implementation of these programs.

The National Partnerships Low SES will be used in 2010 to develop teacher professional learning, focusing on Quality Teaching, and will aim to develop the capacity of teachers and the implementation of effective programs.

Progress on 2009 targets

Our targets for 2009 focused on the implementation of Positive Behaviour for Learning and raising student and parent expectations and engagement for all students in literacy and numeracy.

Target 1

80% of targeted mainstream students in yrs 2 and 4 in 2009, that undertake the NAPLAN in 2010, will achieve in band 3 or higher (yr3) or 5 or higher (yr 5) (Literacy and Numeracy)

The 2010 NAPLAN data was not yet available for reporting on student achievements at the time of this report. The strategies that were put in place to assist in achieving this target included:

• Two additional teachers completed training in Reading To Learn.
• All staff were using a variety of Teaching strategies which included Jolly Phonics, Jolly Grammar, Reading to Learn (R2L) and Modelled, Guided and Independent reading.
• One staff member participated in Counting On in the Middle Training (CMITT), which was then implemented across Stage 3.
• Previous NAPLAN data was used to determine areas of need across K – 6.
• The Norta Norta program was implemented for Indigenous students who did not reach national benchmarks in literacy.
• Team teaching strategies were used in both Stage One and Stage Two.
• Skill development of executive staff to effectively analyse NAPLAN data to determine student growth and areas requiring increased focus was implemented.
• Executive staff continue to work with teachers in developing their skills in using the SMART data program for NAPLAN.

Target 2

Students will demonstrate greater positive engagement in school

Our achievements included:

• Staff and students have worked together to develop and implement the universal expectations of Positive Behaviour for Learning strategies across the school.
• Days lost to suspension have been reduced by nearly 14% which was above our target of a 10% reduction.
• Six staff members participated in on-going training throughout the year in Positive Behaviour for Learning program (PBL).
• Students completed ‘Quality of School Life’ questionnaires. The following is a sample of the overall positive responses.
  • 96% of students felt that they enjoyed what they did in class;
  • 93% of students felt that they could learn what they needed to know; and
  • 97% of students felt that the work was interesting.
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.

Educational and management practice

Planning For Reading

Background
In 2009 our school carried out an evaluation of Planning for Reading as part of the National Partnerships – Literacy requirements.

Reading had been identified as one aspect of the NAPLAN assessment where student attainment needed addressing.

It had been intended to evaluate school policy, however with the introduction of the National Partnerships funding in 2009, Bowen Public School was required to carry out two school evaluations in the area of literacy and it was felt that another evaluation was not feasible.

In conducting the school self-evaluation on the reading strand the following sources of data were analysed:

- NAPLAN (2008) – School Performance Analysis – Literacy Year 3 and Year 5;
- Online surveys for staff and students (Years 3-6);
- Parent / Staff and Student (K-6) questionnaires; and
- Focused Interviews – Staff / Students for questionnaires.

Findings and conclusions

- The school has had an on-going focus on Literacy, although results were well below the state mean for BST / NAPLAN in all areas. The school had shown a growth in writing in 2008, 25 points higher than the national average, with girls achieving 40 points above the state cohort average.
- Staff needed to be more familiar with English policy.
- The school has access to a variety of funding sources including Priority School’s Funding, PAS and Norta Norta. Results for NAPLAN continue to be significantly below the regional state and National average, despite this funding and programs being implemented.
- The school is currently developing an assessment procedure / policy for English K-6.
- The school has a Literacy tracking framework (since 2007) that includes the Western Region Assessment Framework.

Thirteen members of the teaching staff completed the on-line Literacy Survey and nine teachers also completed a written survey. Findings were as follows:

- Staff were confident in implementing the NSW K-6 English syllabus.
- Whole school strategies have not always improved student performance in literacy (NAPLAN).
- Teachers used student work samples for assessments, but there was much more scope for professional dialogue / consistency of teacher judgment, the use of rubrics and raised expectations.
- NAPLAN data was not used to its potential for planning and programming, nor were all staff members able to access and use resources confidently.
- In reading, teachers were using R2L but many needed further support for confident implementation and the sharing of resources and programming.
- Literacy planning at all levels across the school need to be reviewed.
- There is a need to develop students understanding of criteria used to assess work.

Future directions

- Development of a school proforma for the programming of R2L and provide proformas for the programming of Literacy in general that staff can access, including embedded assessment tasks and program register.
- Develop a school Literacy policy and plan reflecting school priorities, K – 6 scope and sequence, and agreed school assessment and tracking systems.
- Coordinated Reading to Learn training continued and extended to additional staff from Term 4 2009 and purchase of resources to support implementation.
- Coordinate and implement MultiLit including purchase of resources and tutor training.
- 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 through Team Leadership for School Improvement Program and activities implemented with all staff.
• Whole school and staff professional learning identified to support literacy initiatives through stage plans.
• Stage based collaborative planning, programming and development of assessment, would provide collegial support to ensure quality programming and lead to consistency of teacher judgement.
• Support teachers in a renewed focus on quality teaching practices articulated in NSW Quality teaching framework.
• Learning Classroom Leader appointed to work with staff in paired / small group / demonstration lessons and team teaching situations to support staff implement Literacy and other National Partnership strategies.
• Personal Learning Plans to be developed in collaboration with parents / carers. Aboriginal Education Officers to support this process where necessary.

Curriculum
In 2009 our school carried out an evaluation of Reading as part of the National Partnerships – Literacy requirements.

Background
Reading had been identified as one aspect from the NAPLAN assessment where student attainment needed addressing.

It had been intended to evaluate Science and Technology, however with the introduction of the National Partnerships funding in 2009, Bowen Public School was required to carry out two school evaluations in the areas of literacy and it was felt that another evaluation was not feasible.

A background analysis of students undertaking NAPLAN testing indicated that 45% of students had received some form of learning intervention including Reading Recovery, Integrated IM support, STL / Intensive STL or tutoring during their school career.

• 20% of students were identified IM students.
• 55% were mainstream and had not received any extra support during school career.
• There is a high level of student transience.

Findings and Conclusions
Findings from the staff questionnaire completed by nine teachers:

• Teachers benchmark and assess students using the Western Region Assessment Framework, but specific teaching/learning assessment tasks were not as evident - specific student work samples need to be identified as assessment tasks.
• Teachers used student work samples for assessments but there was much more scope for professional dialogue / consistency of teacher judgment, the use of rubrics and raised expectations.
• There is a need to develop students understanding of criteria used to assess work.
• There was a need to increase some resources such as dictionaries, R2L scripts /texts, interactive/computer software and high interest low ability texts.

Student questionnaires were conducted with 141 students and 98 students from years 3 - 6 completed the online survey. Results indicated that:

• Teaching and learning activities were not always engaging or interesting and students felt that there was more scope for doing things that were new and different.
• The purpose of English lessons and the integration of skills/ concepts into other areas needed to be made explicit to students.
• Teachers needed to explain what the students were doing - students didn’t always understand what they were learning or the context / purpose.
• There needed to be a greater balance between working independently and in groups.

Surveys were conducted with fifty five parents. The parent surveys about their child’s reading were in general, very positive, with 6 out of 9 areas receiving more that 90% agree/strongly agree. The remaining 3 areas received 78%-84% disagree/strongly disagree.

The areas for improvement related mainly to communication of students’ achievements and what the reading programs entailed. The feedback from parents included:

• Parents felt confident that their children were being instructed well.
• Some parents would like to be better informed about their child’s reading including an understanding of the standards students should be working at.
• The majority would like to know more about what we do at school so that they can help them at home.
Future directions
- Include outcomes and indicators which are highlighted to demonstrate those covered over the year and ensure that all areas are covered appropriately. There needs to be a balance between learning to and learning about outcomes with each unit / sequence of work taught.
- A greater balance between factual and literary texts, including text types, with evidence of explicit teaching strategies.
- Develop Personalised Learning Programs for Aboriginal students and students identified as at risk, through NAPLAN analysis.
- Joint planning of lessons incorporating higher order thinking activities.
- Teachers to explicitly articulate to students the purpose of lessons, links to prior learning and the skills / understandings that lessons aim to develop. This is also to be evidenced in teaching programs.
- Collaborative development of assessment tasks with rubrics and explicit quality criteria.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
A school satisfaction survey was sent to parents in October. Of 117 families 24 surveys were returned. Their responses are presented below.
The following areas had a positive response from parents, who indicated that Bowen Public School:
- Was attractive and well resourced, with good technology programs and resources.
- Ensured the students were the school’s main concern, maintained a focus on literacy and numeracy and had competent teachers who set high standards of achievement.
- Promoted core values, was friendly and tolerant and had supportive welfare programs.
The following are the areas where there was more than one negative response or areas that had not improved since the previous survey:
- The school is connected with its community and welcomes parent involvement.
- The school communicates effectively with its community.
- The school offers challenging programs for its students.
- The school provides a wide range of extra curricular activities.
- Fair discipline exists within the school.

As part of the school self evaluation a focus interview session was held through P&C, although only 7 families were represented.
The group believed that there were many forms of communication from the school, but many parents didn’t read the newsletters or notes. The school information board, newsletters and word of mouth were seen as the most effective means of communication.
From this session the following ideas were brought forward:
- Getting parents involved in P&C and in volunteering at school.
- Promoting the Carriage Cottage and the Bible Study groups for both students and parents as a link between home and school.
- Using the local newspaper more as a communication tool.

Year 2 – Year 6 (109 students) completed the Quality of School Life Primary questionnaire. The overall responses were very positive with students indicating:
- The school was a place they really liked to go each day;
- Their teacher was fair;
- They were a success as a student;
- The work was good preparation for their future;
- They felt proud to be a student;
- Their teacher helped them do their best; and
- They could learn what they need to know.

Items that had a total of 10 or more negative responses by students were viewed as needing addressing. These included where students indicated that:
- They felt worried, were unhappy at school and felt restless. Some students indicated that other students were not friendly.
- They felt they were not popular, that others didn’t trust them or think a lot of them.
- The teacher did not listen to the student.
- Work wasn’t always useful or interesting, nor was it important to them. Approximately 35% of students did not like extra work or get excited about work.

Professional learning
In 2009 all staff had access to professional learning opportunities, and over $17000 was expended from professional learning funds and
supplemented by school based and Priority Schools Programs funds. This meant that an average of $1200 was spent per teacher on professional learning activities.

Staff completed surveys at the beginning of the year to indicate the type of professional development in which they would like to participate.

Literacy was again the main focus for professional learning and three teachers accessed the Reading to Learn course and special education teachers participated in Literacy On Track.

Six staff members were trained in Positive Behaviour for Learning which required ongoing activities throughout the year.

The school’s self evaluation team attended a variety of activities to develop leadership, SMART data analysis and school evaluation techniques.

Bowen Public School has a significant component of special education students, and staff attended a variety of courses throughout the year to develop skills to assist in meeting their specific needs.

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. The school joined with other schools in the Orange Schools Education Group for a professional development day at the beginning of term 3 which included a presentation by Chris Sarra from the Stronger Smarter Institute.

All teachers have access to technology including interactive whiteboards within the classroom. In 2009 virtual excursions were included in the Stage 3 teaching and learning program. The connected classrooms technology was utilised to some extent with plans for this to be extended when the school participates in the connected classrooms project with other Orange schools in 2010.

All staff completed an online survey (DASA) as part of the school evaluations. This was to determine areas that would need development for the effective use of the SMART data package. This program is for analysing NAPLAN results and using the teaching and learning strategies that are associated with it.

Professional Learning was one aspect of the school evaluations that were completed in 2009. These evaluations indicated that further professional learning was required in such areas as consistent teacher judgement and assessment and that further in-school support was required for implementing Reading to Learn.

### 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 literacy and numeracy, through whole school programs emphasising: key transition points, personal learning plans for targeted students, technology integration, Positive Behaviour for Learning (PBL), Aboriginal Education, and leadership initiatives.
- **Aboriginal Education** – To raise the literacy and numeracy skills of Aboriginal students to regional levels.

### Targets for 2010

Bowen Public School has nominated two targets from the School Management Plan to report on for 2010. These are linked to both National Partnerships – Literacy and National Partnerships Low SES funding.

#### 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.**

Strategies to achieve this target include:

- Establish a Learning Classroom Leader (LCL) position to assist and support teachers to implement and introduce Reading to Learn (R2L) strategies into their classrooms.
- Provide R2L training for untrained teachers and updated training in R2L for continuing teachers.
- Build the capacity of executive and teachers in using and analysing data to enhance teacher and student performance.
- Provide a sequence of planned PL activities for staff and stage meetings with a focus around literacy / reading / R2L and NAPLAN.
Train staff and tutors to implement MULTILIT strategies in stages 1-3 as a student intervention program.

Review and further develop school literacy and teaching programs to link R2L and MULTILIT strategies in teaching and learning programs and assessment frameworks.

Plan and organise workshops for parents to empower them to assist the improvement of their children's literacy skills at home.

Establish PLP's for targeted students, and use to inform teaching and learning programs.

Our success will be measured by:

- Learning Classroom Leader (LCL) position established,
- Increased number of staff trained in R2L and R2L strategies embedded in teaching and learning programs.
- Improved student reading outcomes.
- Release program operating that allows for sharing of skills and best practice between stages.
- R2L and MULTILIT strategies and assessment tasks embedded into classroom teaching and learning programs.
- Targeted students have a Personal Learning Plan (PLP) negotiated between the student, caregiver and classroom teacher.

**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*

Strategies to achieve this target include:

- Join with other schools to release a position at DP level to facilitate professional learning.
- Strengthen the Personal Learning Plan structure for Aboriginal students and parents and use to inform teaching and learning programs.
- Include NAPLAN item analysis in Literacy and numeracy for the development of Aboriginal students PLP's.
- Provide training for appropriate Aboriginal support staff in NAPLAN item analysis.
- Provide professional learning for Aboriginal tutors to improve their capacity to improve student's literacy/numeracy skills and to assist with transition programs.

Participation in ‘What Works’ and ‘Stronger Smarter’ workshops.

Our success will be measured by:

- All staff members are aware of the ‘8 Ways’ methodology and teaching/learning programs reflect, where appropriate, integration of ‘8 Way’ processes/strategies.
- Teachers of Aboriginal students and other Aboriginal workers are trained in NAPLAN analysis.
- All Aboriginal students have a Personal Learning Plan (PLP) negotiated between the student, caregiver and classroom teacher.
- Improved literacy skills for Aboriginal students and targeted students receiving support in literacy and numeracy.

**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.

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