2008 Annual School Report
Bowen Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2008 we averaged an enrolment of 205 students. 27% of our students were indigenous. Our class structure enabled 11 classes with a range of straight and composites developed within stages of learning. Careful consideration was given to balance of gender, ability and friendship groups.

Bowen Public School caters for a range of students with special needs and in 2008 a multi-categorical class was established. The school also provided support classes for students with learning needs.

Staff
In 2008 Bowen Public School welcomed Ann Capnerhurst to our staff. Mrs Capnerhurst was appointed to Bowen from Glenroi Heights Public School. Other staff members to join our team included: Emily Jones as a relieving teacher; and Bernadette Rourke was appointed from Orange High School as a School Learning Support Officer.

All new staff have added tremendous value to the team at Bowen, complimenting an already extensive range of skills in technology, creative arts, student leadership, literacy development, environmental issues and student social support.

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

Significant programs and initiatives
Priority Schools Funding Program
Each year our school receives support from the Priority Schools Funding Program (PSFP). In 2008, this support was an additional $32,800 and an extra teacher for 1 and a half days per week (0.3).

In 2008 PSFP funding was used to support the achievement of the school’s literacy and numeracy targets (to improve students capacity to write effectively for a variety of purposes; and to improve student’s ability to work mathematically).

The extra teacher time was used to allow all teachers to be involved in the assessment of students to develop benchmarks and plan teaching strategies in literacy and numeracy.

Other strategies implemented this year using PSFP funding included:
- training of a number of staff in the Reading to Learn processes - using scaffolded literacy techniques;
Bowen Beginners

2008 was a successful year for Bowen Beginners, with 17 of the 20 children entering kindergarten in 2008, participating in the program. Three students commenced Kindergarten without attending Bowen Beginners, but two of these students moved to Bowen in 2009.

Several initiatives were implemented during our expanded Beginners Program including:

- A speech therapist for one morning a week for the whole year – assessing children’s skills and working on individual and small group therapy. This program was funded through community sourced funding.
- An occupational therapist worked with the children for 2 hours a week over one term to promote gross and fine motor skills. One child attended Orange Base Hospital for individual therapy.
- Monthly hearing screening by Community Health Audiologist – on site in our school.

Of twenty Bowen Beginners, 17 required some speech therapy – albeit only for minor issues.

Five children were diagnosed with severe language delays or disorders in February 2008 and entered Early Intervention Programs either at Glenroi Heights Public School or ODEEP. This was combined with individual therapy at Orange Base Hospital and Bowen Beginners.

Regular hearing screenings found numerous children with conductive loss. Of these one child’s hearing loss was resolved by follow up medical treatment.

Bowen Beginners began offering a transition program for our local future kindergarten students for 2 days a week during 2008.

Staffing was supported by the PASP program. Mrs Tanya Lamers was employed as the teacher and Mrs Ros Bensch continued in her role as Parents As Teachers coordinator.

These improvements included:

- Moving the playground equipment.
- Removal of all timber equipment.
- Sandpits for K-2.
- New softfall under equipment.
- Each class had their own environmental project including vege gardens, native gardens, compost etc.
- The installation of the “Pillars of Learning” at the front of the school representing the concepts of:
  - Learning To Be
  - Learning To Do
  - Learning To Know
  - Learning To Live Together

Student achievement in 2008

Literacy – NAPLAN Year 3

The average mark for literacy in Year 3 was 327.1 compared to the state average of 419.5, with 53% of students in band 3 or above.

Numeracy – NAPLAN Year 3

The average mark for numeracy in Year 3 was 334.5 compared to the state average of 409.6, with 63% of students in band 3 or above.

Literacy – NAPLAN Year 5

The average mark for literacy in Year 5 was 414.1 compared to the state average of 497.4, with 48% of students in band 5 or above.

Numeracy – NAPLAN Year 5

The average mark for numeracy in Year 5 was 421.8 compared to the state average of 489.1, with 40% of students in band 3 or above.

Messages

Principal’s message

A resilient school

I write this message in the absence of Mrs Penny Small who retired in 2008 after driving a period of innovation and change at Bowen Public School. Mrs Small had created and moulded a fine sense of pride amongst staff, students and community at Bowen and her retirement from education marks the end of a career that positively influenced many hundreds of children’s and adults’ lives in Western NSW.

In 2008 we also said goodbye to Ms Wendy Sissian who had taught at Bowen for 23 years. Ms Sissian is fondly remembered by staff, students
and parents, many of whom she had taught. Ms Sissian is now teaching in Millthorpe, enjoying the quiet life that a small school offers after having spent the vast majority of her career in a larger one.

We also, very sadly, bid Mrs Sharon Grivas farewell after she passed away mid 2008. Mrs Grivas had taught at Bowen for the last 13 years and was loved and respected by everyone that knew her. She was an outstanding teacher and an enormous asset to public education. Her forthright manner, sense of humour, raw talent, and caring and compassionate attitude will be sorely missed.

The deep sense of loss suffered by the school and its community after saying goodbye to three such important parts of our school, was obvious in the latter half of 2008. This however, did not stop Bowen from achieving great things.

One of the highlights for the year was “The Blue Planet that Turned Green”, our whole school performance. Every child in every class was given the opportunity to participate in front of a packed house. Our performance was noted by the local Rotary branch and one of our classes was asked to perform at their ‘Green Expo’ and to accept an award for our efforts.

Another highlight was watching the development of ‘On Track’, the combined Orange East PS and Bowen PS band. Children involved in ‘On Track’ started with little or no previous musical experience and by the year’s end were able to play as part of a functioning band that sounded as pleasant as any band in our district.

These efforts were indeed on top of the regular teaching and learning that develops the minds and enhances the lives of our students here at Bowen. During a child’s years at Bowen, they develop a strong sense of self, establish independent relationships, gain resilience, enhance their sense of right and wrong, and develop an increased understanding of their strengths and weaknesses. They begin to see themselves as part of a wider community. Students of Bowen are supported in these developments through a wide range of activities designed and delivered by teachers both in and out of the classroom. Through this rich and varied curriculum our students gain the essential knowledge and skills which form a solid foundation for further education.

There are many parents who contributed to the success of Bowen students in 2008 and I would like to acknowledge them for their efforts. Whether it was picking up your child when they were ill or helping change home readers, whether you drove children to sport or made cakes to sell at a stall, whether you worked at a disco or BBQ or made a hat for the Easter hat parade, whether you made lunch for the staff or helped with the year 6 farewell, whether you helped in the canteen or came to a P&C meeting, all of your efforts are greatly appreciated and are the things that help to make Bowen a great school. The little things that you contribute often mean the most to people and bring great joy and benefit to your children.

Our successes this year have been due to a number of factors. The hard work, dedication and resilience of the Bowen staff; the willingness of our students to strive to be the best they can be; and the support, time and selflessness of the parents that give of themselves to encourage high expectations of behaviour, of academic, sporting and cultural achievement, and of courtesy. It is with these things in mind that we enter 2009 looking forward to bright, happy and successful futures for Bowen students.

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.

Robert McPherson

P&C message

During 2008 the P&C held a number of fundraisers including; a trivia night, BBQ’s at Bunnings, a Blue Illusions fashion show and Mother’s Day / Father’s Day and Christmas stalls.

Our contributions to the school included $500 to Stage One for hands on construction materials and $500 towards the Stage Three Narrabeen excursion. We also supplied each Kindergarten student with a school hat on their first day of school. We paid $320 to cover the cost of four wheelie bins for moving compost and donated $50 to the Royal Far West School in Manly.

In 2009 we will have a number of fund raisers including; a bulb drive, pie drive, trivia night, canteen meal deals, fashion parade and a car show.

For 2009 we aim to contribute more to the school, including getting the library windows tinted to protect computer equipment.

Bronwyn Lennard

Student representative’s message

Bowen Public School Year 6 students were involved in many leadership opportunities during 2008. Students had the opportunity to participate in leadership activities through the leaders Forum in Sydney and in leading assemblies. All Year 6 students were trained as SASH (staff and student helpers) leaders and were a wonderful asset to the playground. Our school leaders were also
publicly recognised for their outstanding contribution to Sorry Day, NAIDOC march, Refugee Week activities and SRC district workshops.

2008 Student Representative Council

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 enrolment for 2008 varied between 200 - 225 students. The school will decrease a class in 2009.

![Enrolments Chart]

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>1-2</td>
<td>SAGE</td>
<td>2 7</td>
<td>24</td>
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<tr>
<td>1-2</td>
<td>SAGE</td>
<td>1 17</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>ACACIA</td>
<td>2 21</td>
<td>21</td>
</tr>
<tr>
<td>2-4 GUM</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>2-4 GUM</td>
<td>2</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>2-4 GUM</td>
<td>4</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>3-4</td>
<td>BANKS</td>
<td>3 20</td>
<td>25</td>
</tr>
<tr>
<td>3-4</td>
<td>BANKS</td>
<td>4 5</td>
<td>25</td>
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<tr>
<td>4-6</td>
<td>MULGA</td>
<td>6 14</td>
<td>29</td>
</tr>
<tr>
<td>4-6</td>
<td>MULGA</td>
<td>5 10</td>
<td>29</td>
</tr>
<tr>
<td>4-6</td>
<td>MULGA</td>
<td>4 5</td>
<td>29</td>
</tr>
<tr>
<td>5-6</td>
<td>SNAP</td>
<td>6 12</td>
<td>28</td>
</tr>
<tr>
<td>5-6</td>
<td>SNAP</td>
<td>5 16</td>
<td>28</td>
</tr>
<tr>
<td>K JADE</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K-1</td>
<td>MINT</td>
<td>K 8</td>
<td>18</td>
</tr>
<tr>
<td>K-1</td>
<td>MINT</td>
<td>1 10</td>
<td>18</td>
</tr>
</tbody>
</table>
Structure of classes

2008 class structures provided us with unique opportunities to provide targeted instruction to specific groups of our children and for our teachers to work more closely in collaborative programming and teaching. This occurred as a result of careful planning and the weight of numbers in different areas of the school.

2008 classes were structured as follows.

Kinder Jade – Mr Jackson
K/1 Mint – Mrs Matthews
1/2S – Ms Sherringham
2A – Mrs Anikin
3/4 B – Mr Bishenden
3/4 G – Mrs Grivas and Miss Jones
5/6 S – Ms Sissian and Miss Smith/Mrs Briggs
5/6 M/S – Mr McPherson/Mr Sutton
K-6 C – Mrs Capnerhurst
3-6 R – Mrs Reeder

K-6 C was a class that catered for a small group of children with a range of diagnosed learning difficulties. It ran very successfully and has become an integral part of Bowen.

3-6 R was a class that catered for children with lesser degrees of learning difficulties and also ran very successfully.

The other classes were regular mainstream and composite classes with the exception of 4/5/6 M/S which was a cross stage class of all boys. While it was a sheer weight of numbers and boy to girl ratio that was the deciding factor in constructing the class, both the senior classes achieved pleasing academic and social results.

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

Position | Number
---|---
Principal | 1.0
Assistant Principal(s) | 2.0
Classroom Teachers | 5.0
Teacher of Multi-categorical Disabilities | 1.0
Teacher of Mild Intellectual Disabilities | 1.0
Teacher of Reading Recovery | 0.315
Support Teacher Learning Assistance | 0.8
Teacher Librarian | 0.4
Counsellor | 0.5
Part Time / Teacher Release | 0.798
Primary Teacher Parenting Program | 1.0
Total | 13.813

Staff retention

In 2008 the school principal retired and Ms Wendy Sissian transferred to Millthorpe PS.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.4%

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>
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<tr>
<td>Postgraduate</td>
<td>10%</td>
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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: 30/11/2008

Income

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>7,610.54</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>29,368.60</td>
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<td>Administration &amp; office</td>
<td>39,810.54</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>36,299.74</td>
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<tr>
<td>Maintenance</td>
<td>24,453.72</td>
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<tr>
<td>Trust accounts</td>
<td>3,645.81</td>
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<tr>
<td>Capital programs</td>
<td>15,623.72</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>457,891.82</td>
</tr>
</tbody>
</table>

Balance carried forward          128,902.30

A full copy of the school's 2008 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 2008

Achievements

Arts
During 2008 Bowen Public School competed in the vocal, instrumental and speech sections of the local eisteddfod with the following results.

1) Infants Percussion – 1st place
2) Kindergarten Verse speaking – 3rd place
3) Infants choir – Unplaced
4) Year 3/4 Verse Speaking Choir – Highly Commended
5) Year 2 Verse Speaking Choir – Unplaced

Both Mr Jackson’s Infants Percussion and Mrs Ronan’s Year 3/4 Verse Speaking Choir successfully auditioned for ‘Orange In Concert’ at the Civic Theatre in November. Both groups received many positive comments from those in attendance.

We are very proud of the level of student participation in these activities. The dedication of our teachers in working with students to develop their skills is very commendable.

‘On Track’
Bowen Public School has a long tradition of supporting the performing arts. The ‘On Track Band’ is a wonderful collaboration between Bowen and Orange East School. It continues the work of bringing meaningful band lessons to both schools who were each struggling to have the numbers to support a viable band due to reduced numbers in their school community.

Formed in 2007, the ensuing eighteen months have seen staff and students taking ‘turn about’ to walk students on a Wednesday between the two sites for band lessons. Tutors are employed from the Orange Conservatorium of Music and on secondment from the Canobolas Rural Technology high School music department. The program has proved a success on many levels. It has fostered relationships between staff and students of both schools. The band played at school functions in education week, a combined parent night at Christmas and on each school’s presentation day. The improvement in music quality in 2008 was noted by many in the school community. A flow on effect is seen in the positive relationships that are forged between band students who begin high school at the Canobolas Rural Technology High School.

Further opportunities for performance will be pursued in 2009.

Sport
Students at Bowen Public School participated a wide variety of sporting experiences in 2008. In addition to the usual School and Orange District PSSA Swimming, Athletics and Cross-Country Carnivals and selection trials, we also had Hockey, Golf and Rugby League coaching clinics, tabloid sports days and daily class PE/Fitness programs.

Children also participated in boys and girls touch football, hockey, soccer and netball PSSA knockout competitions where they were successful to varying degrees.

The tabloid sports program for K-2 was very successful for the younger students allowing them
to participate in gymnastics, dance, ball skills and minor games. The activities were designed to develop the movement skills of balancing, throwing, running, striking and kicking. The program encouraged the development of positive attitudes to physical activity; team spirit; and a sense of fair play. Pivotal to the success of the program was the support provided by a small number of skilled parent volunteers.

Two of our teachers, Mr. Sutton and Mr. McPherson, also coached and managed the Western Area Under 11’s Rugby League team this year demonstrating the depth of talent that our staff offer at Bowen. Mr. Sutton and Mr. McPherson are very committed to the development of sport and sporting skills within Bowen Public School, and this is evident in the roles of President and Vice President that they hold within the PSSA.

**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 for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Growth in writing between Years 3 and 5 was outstanding when compared to average growth across the state. This is a reflection on the staff’s commitment to the Reading to Learn pedagogy.

The overall school average was twenty five points higher than the state with girls achieving forty points above the state cohort average.

Overall literacy and numeracy performance although below state has been analysed to identify both areas for teacher professional learning and to inform individual programs for students.
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 2008

| Percentage of Year 3 students achieving at and above minimum standard |
|--------------------------|-------------------|
| Reading                  | 83                |
| Writing                  | 75                |
| Spelling                 | 81                |
| Punctuation and grammar  | 78                |
| Numeracy                 | 89                |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at and above minimum standard |
|--------------------------|-------------------|
| Reading                  | 52                |
| Writing                  | 78                |
| Spelling                 | 81                |
| Punctuation and grammar  | 67                |
| Numeracy                 | 74                |

Significant programs and initiatives

Parents As Teachers

Parents As Teachers operates 4 regular weekly classes with approximately 10 participants.

Increasing numbers from both public and private housing areas, in our zone, are attending. One of the groups has several grandparents who are either the primary or part-time caregivers for children, and a number of dads attend when their work rosters permit.

The number of adolescent parents has also increased with some of these preferring home visits. A young parent group was established for young parents with a nurse from Community Health attended monthly.

We look forward to developing partnerships with other community organisations to provide greater access to children’s services, including Early Intervention (ODEEP) to provide therapy for our preschoolers in a familiar setting.

Aboriginal education

In 2008 we had much community involvement from different sectors of the community.

The Orange Aboriginal Medical Service (OAMS) ran the Bright Smiles program, which is an oral health promotion program for students in Infants and Primary. The Orange Aboriginal Medical Service also provided health checks for students.

The Orange Police provided educational talks to students about Road Safety and general safety within our environment.

Many Aboriginal children and their parents / caregivers participated in Bowen Beginners with Mrs Ros Bensch to ensure a smooth and happy transition to Kindergarten.

Some boys were involved in a Cultural Dance program with Mr PJ Gordon. The boys performed some traditional Aboriginal dances as part of the NAIDOC Week celebrations.

MERGE and Better Pathways programs were again accessed by students during the holidays. The Homework Centre ran each week, and staff became more involved with the Aboriginal Consultative Group (AECG).

As always students participated in NAIDOC Week Celebrations and the NAIDOC Week march in Orange.

Multicultural education

The study of other cultures is part of our HSIE program in all stages. Tolerance of those who may be different from us in various ways is encouraged and actively taught. Issues arising from events around the world are discussed objectively in senior classes and children are encouraged to form opinions based on knowledge and understanding of all viewpoints.

A group of Year 6 students attended the Multicultural celebrations at the Orange Civic Centre, and participated in learning activities about refugees.
Respect and responsibility

Bowen has instigated the implementation of a values based social skills program that is delivered to the students as a whole school every Monday morning on assembly. It is then followed up by teachers in the classroom and students are reminded of the lessons learned throughout the week. This has been very effective program as it ensures that all the children receive the same message and a value or skill to focus on each week.

Members of our student representative council were given the opportunity to attend the ‘Young Leaders’ symposium in Sydney. This was again a very worthwhile exercise and the reports were extremely positive about the speakers they heard and the messages that they received.

Our entire year 6 body were trained in “Students as Staff Helpers” or SASH. This enabled the students to have a positive effect on the younger years as they ran many lunchtime games and activities for the other stages. It also helped them to build rapport with younger students and meant that they were able to assist them to sort out minor playground issues. This was seen and received as a very worthwhile program initiated by our Welfare coordinator and the Behaviour Support Team.

Progress on 2008 targets

Target 1

Literacy

To improve students capacity to write effectively for a variety of purposes.

Significant gains were achieved in the area of writing across the school.

Our achievements included:

- Further staff members trained and implementing scaffolding literacy.
- An average growth of 93 points was attained by year 5 students in writing. This is 25 points above state average and nearly 30 points above the School Education Groups average.
- Technology being used in all classrooms to promote student engagement and in learning.
- Quality teaching, with specific focuses, was evident in teaching programs and activities.
- Student assessments and work samples demonstrated students’ deeper understanding of text structures.

Target 2

Numeracy

To improve student’s ability to work mathematically.

Numeracy, especially the working mathematically component, has been a focus across K-6 at Bowen Public School during 2008.

Our achievements included:

- Workshops were held in Term 1 for Kindergarten parents to explain how maths is taught at Bowen Public School. These workshops also aimed to develop the parents understanding of the ideas and processes underpinning the activities.
- Continuation of updating resources to ensure all students had access to quality and appropriate equipment to enhance their achievement of learning outcomes.
- Quality teaching, with specific focuses, was evident in teaching programs and activities.
- Student assessments and work samples reflected quality learning.
- An increase in the use of technology to promote student engagement and significance of learning.

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 2008 our school carried out evaluations of Teaching and English.

Educational and management practice

Background

As part of the evaluation cycle it was decided to evaluate teaching during 2008. Parents, teachers and students were surveyed to ensure that effective programs were in place and as a way to support the monitoring of teaching and school programs. The survey allowed for information to be gathered on school and community understandings and opinions on:

- the importance of teaching content;
- the interest levels of teaching content;
- communication of achievement to students and parents;
- assessment; and
- student learning needs
Findings and conclusions
The results of the survey were very positive from all areas of the school community, however only 20% of parent surveys were returned.

80% - 90% of students and above 90% of parents surveyed indicated that:
• what they were asked to learn was important;
• the teachers planned class activities that were interesting and helped the children to learn; and
• teachers knew what students could do and what they needed to learn.

90% of teachers indicated that:
• the students were provided with relevant curriculum;
• they had classroom management strategies in place that maximised student learning; and
• teaching programs were planned to meet students’ interests, learning needs and abilities.

The questions that scored the lowest on the survey included the area of parents understanding how students’ learning was assessed and teachers talking to students about what they are learning and why.

Future directions
The results of the surveys indicated that there needs to be a focus on the provision of clear information for parents and students about how students’ learning is assessed.

During 2009 Bowen Public School will:
• evaluate assessment strategies in Science and ensure they meet learning and teaching needs.
• provide students with an outline of lesson content and the context for their learning in Stage 2 Maths and HSIE / COGs and Science across the school.
• provide opportunities for the parents to be involved in workshops in literacy scaffolding and assessment.
• provide more opportunities for student work to be displayed for the community.

School Policy will be the next area in the cycle to evaluate for school educational and management practice. Parents will have the opportunity to participate in this evaluation in 2009.

Curriculum

Background
The teaching and learning of English at Bowen Public School was the curriculum area selected to be evaluated in 2008. A variety of literacy programs were implemented and it was decided to evaluate the effectiveness of these programs and to enhance implementation where required.

Parents were surveyed to gather information on their attitudes and opinions of the teaching of English at Bowen Public School. The surveys gathered information on:
• understanding of the content of English;
• English homework;
• reading, writing and spelling; and
• parent involvement.

Findings and conclusions
The results of the surveys were very positive from all areas of the school community although only 20% of parent surveys being returned.

Over 80% of students indicated that:
• the teachers knew what they could do and what they had to learn;
• what they were asked to learn was important;
• teachers planned activities that were interesting and helped them to learn.

At least 85% of parent responses to the survey questions were positive, demonstrating that parents noticed their child’s reading skills developing, that they had regular homework and that parents were confident in assisting their children at home.

It was evident through the survey that some parents were unsure of how English was taught and that they would like to be better informed about the teaching of literacy and have more frequent reporting for literacy.

Future directions
The results of the survey indicated that opportunities need to be established to provide parents with training within the area of English.

During 2009 Bowen Pubic School will:
• include literacy tips and information in the newsletter;
• run workshops to inform parents about literacy and how it is taught at Bowen Public School; and
• collect records and work samples to inform students and parents of their progress.

Science and Technology will be the next area in the cycle to be evaluated for school curriculum. Parents will have the opportunity to participate in this evaluation in 2009.
Parent, student, and teacher satisfaction

In 2008 the school sought opinions from the school community about the school.

The overall results from the parent survey were quite positive. Between 95% and 100% of parents, who returned their surveys believed that Bowen Public School;
- had supportive welfare programs;
- provided good student access to computers and strong technology programs and resources; and
- was an attractive and well-resourced school.

During 2009 Bowen Public School will concentrate on the introduction of Positive Behaviour for Learning, incorporating core values and school expectations. The school will continue to promote a positive community and school relationship, and build on this to meet the needs of students.

Professional learning

Over 2008 all staff had access to professional learning opportunities and over $12000 was expended. The range of training undertaken by staff included Literacy and Numeracy Training, Student Welfare, Leadership, PDHPE, Reading To Learn, Count Me In Too and Whiteboard Training.

Staff Development Days over the year also provided opportunities for collegial planning and staff participated in workshops on BST/NAPLAN Analysis, practical strategies for teaching reading and writing in classrooms, and student and staff welfare.

School development 2009 – 2011

The school priority areas for 2009 – 2011 are:

Literacy – Read with comprehension, write with skill and communicate effectively and responsibly in a variety of ways and situations.

Numeracy - Develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics.

Engagement – To encourage students access of the curriculum, particularly literacy and numeracy, through effective whole school programs with emphasis on key transition points, personal learning plans for targeted students, the integration of technology, environmental education, cultural, leadership and sporting initiatives.

Targets for 2009

Our targets for 2009 will focus on the implementation of Positive Behaviour for Learning (PBL) and raising student and parent expectations and engagements 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)

Strategies to achieve this target include:

- Two additional teachers trained in R2L
- All staff to use a variety of Teaching strategies including Jolly Phonics, Jolly Grammar, Reading to Learn (R2L) and Modelled, Guided and Independent reading.
- Teachers will target children achieving in the mid to high ranges of literacy to promote growth.
- Targeted Literacy and Numeracy support for early childhood students through Bowen Beginners Transition Program
- Two staff to undergo Counting On in the Middle School Training (CMITT)
- School participation in Maths Matters initiative
- Use of CMITT / quality maths strategies

Our success will be measured by:

- Additional staff trained in R2L and CMITT
- Strategies are reflected in classroom programming and practice.
- Growth evidenced through analysis of NAPLAN assessment and early reading benchmarks
Target 2

**Students will demonstrate greater positive engagement in school**

Strategies to achieve this target include

- Implementation of PBL strategies across the school.
- Early resolution to suspensions where possible.
- Staff to undergo training in Positive Behaviour for Learning program (PBL).
- Coordinated strategies to be implemented in Classroom/playground practice
- Focus on pedagogy to ensure relevant curriculum and consistent practice across stages

Our success will be measured by:

- Days lost to suspension will be reduced by 10%.
- Teachers will be involved in creating a learning environment based on PBL principles.
- Students will engage in learning through PBL, R2L, Band, environmental education, Personalised Learning Plans and the integration of technology into classroom practice.
- Two teachers will be trained in R2L.

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**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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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: