Bowen Public School

Annual School Report

2012
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 2012 and our long term goals.

2012 was a year where the school focus was on quality teaching and providing professional learning for teachers. The school priority areas included Literacy and Numeracy, student engagement and attendance and school leadership and organisation for 8 Ways of Learning – Aboriginal pedagogy.

The National Partnerships Low SES and Priority Schools Program continued to support Bowen Public School with funding which allowed our involvement in many effective educational programs and the employment of additional staff to support students.

The school implemented Wambinya funding in Kindergarten to help Aboriginal students needing support build a strong foundation of educational outcomes.

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

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

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 and/or School Council message

The P&C donated money to the Cystic Fibrosis Car Rally, Royal Far West and supported the Bowen Public School’s men’s shed. New sports attire for the representative teams was purchased along with ipads for the infants classes.

A contribution was also made towards the Year 6 farewell dinner, uniforms for the dance group and Ado’s guitar group. The P&C also organised for the re-covering of the high jump mat.

This year sees the closure of the Uniform Shop that has been run for several years, with uniforms now available only from the Orange Clothing Company.

Keryn Percival

Student representative’s message

Being a student at Bowen Public School has provided many great opportunities including being involved in the Aboriginal Dance Group, performing at Eisteddfods and community functions, learning guitar and representing the school at various functions.

Sport and representing the school at PSSA has been a highlight of school life, as has been the Stage 3 excursions.

Throughout 2012 our confidence has grown and we have enjoyed the responsibilities and opportunities that being a school captain have given us.

Emma Edwards and Jesse Gardiner

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 enrolments in Kindergarten have been increasing each year with again over 30 students enrolling in 2012. There are currently more students in K-2 than Years 3-6.
Next year the school will acquire another special education class, bringing the total number of support classes to 3.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>119</td>
<td>114</td>
<td>93</td>
<td>87</td>
<td>82</td>
<td>77</td>
</tr>
<tr>
<td>Female</td>
<td>106</td>
<td>89</td>
<td>82</td>
<td>87</td>
<td>88</td>
<td>81</td>
</tr>
</tbody>
</table>

### Student attendance profile

Attendance had been a school focus during 2012. Our school target is to increase attendance to 89% - an initial increase of 1.1% on Semester 1 2011 data (87.9%), then by 1% each year until 2014.

On completion of the school evaluation in 2012 we have improved by 0.79 and thus remained a little behind in our target.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>87.8</td>
<td>89.7</td>
<td>85.2</td>
<td>87.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>86.3</td>
<td>85.9</td>
<td>86.2</td>
<td>88.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.0</td>
<td>89.0</td>
<td>86.2</td>
<td>85.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td>94.7</td>
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<tr>
<td>5</td>
<td>90.2</td>
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<tr>
<td>6</td>
<td>90.9</td>
<td>92.3</td>
<td>91.6</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.9</td>
<td>89.1</td>
<td>91.0</td>
<td>88.4</td>
<td>88.6</td>
</tr>
</tbody>
</table>

### Management of non-attendance

The school has developed an action plan for attendance in 2012 and works closely with the Home School Liaison Officer and Aboriginal Liaison Officer. A range of strategies for engagement and attendance were implemented in 2012. Attendance for Kindergarten students remains a target area for school planning and transition.

The school has implemented

- class based attendance targets;
- newsletter articles;
- communication letters and graphs for parents / carers;
- KStay2 program; and
- SENTRAL as a computer program to assist in the monitoring and recording of student attendance.

### Staff information

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

Bowen Public School has a staffing entitlement of 16.7, which includes itinerant teachers working in other schools and the district vision team. We are also the base school for a 0.4 Virtual Selective teacher for the XSEL High School program. As well as our entitlement Bowen Public School employed many additional staff to support students.

The school had four executive, and 13 teachers (fulltime and part-time) in various roles, 5 of these teachers were new scheme teachers. The majority of executive have been at the school between 4 to 6 years. One executive teacher gained a principal position for 2013. This reflects a change in the staff to include new and less experienced teachers.

The school also engaged a number of School Learning Support Officers (SLSO’s) in 2011, to assist in classrooms and provide assistance for individuals and groups of students.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal – Visual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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 Vision</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
In 2012 the school’s staffing entitlement included one Aboriginal Education Officer. Two Aboriginal persons were employed, through Wambinya funding, part time during the year to support Kindergarten students in literacy and numeracy.

**Staff retention**

A steady change has taken place in the composition of staff, which now has a greater percentage of younger teachers than in previous years. During 2012 one executive member gained a principal position and a second teacher took long term leave to move with her family to the coast. One teacher gained fulltime employment with Bowen Public School.

There were a number of temporary teachers and School Learning Support Officers who continued employment at Bowen Public School through the implementation of National Partnerships, Priority School and Wambinya funding allocations.

**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>88%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12%</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</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>392887.56</td>
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<tr>
<td>Global funds</td>
<td>172568.94</td>
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<tr>
<td>Tied funds</td>
<td>359442.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58615.25</td>
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<tr>
<td>Interest</td>
<td>15425.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>950.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>999889.73</td>
</tr>
</tbody>
</table>

| **Expenditure**             |            |
| Teaching & learning        |            |
| Key learning areas         | 4726.40    |
| Excursions                 | 15783.25   |
| Extracurricular dissections | 37268      |
| Library                    | 1778.75    |
| Training & development     | 0.00       |
| Tied funds                 | 433187.14  |

The Training and Development allocation was incorporated within the tied funds. Bowen Public School spent approximately $20700 towards teacher professional learning as part of the tied funds. The school appreciates the contributions from P&C and other community sources. The school also contributed $10000 to the professional learning of executive teachers across the pre2 Learning Community.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Bowen once again supported the local Orange Eisteddfod this year by entering a Mixed Age Choir (Years 1-6) and a dance group. Students from Year 3 to Year 6 were given the opportunity to learn and perform a Jazz Fusion routine. Although they did not place, they performed at a high level and displayed a wonderful level of maturity as ambassadors for Bowen Public School. Funding towards the costumes was secured through P&C and a sewing bee was held involving some parents, grandparents and teachers to create the costumes.

The K-6 Choir gained third place and performed with pride and enthusiasm.

The choir was also invited to perform at Calare Nursing Home to entertainment the residents. This was an experience that was enjoyed by not only the Nursing Home’s residents and staff but also by the students.
The Choir performed at the Bowen Public School Presentation Day. They sang *Different People (Stand Together)*, a Music Count Us In song. The Choir should be commended on their commitment to practices each week and their excellent effort in the delivery of this performance.

The On Track Band continued in 2012, however this was the final year, due to declining student interest and increasing costs. In 2013 the number of students able to access the guitar group will be increased and the school will purchase guitars to support the students. The guitar group is run by Ado Hudson and is very popular with the students.

**Sport**

Bowen entered a number of PSSA Knockout competitions in 2012 which exposed students to a variety of sports that they have few opportunities to experience otherwise.

Our students represented the school proudly at district swimming, cross country and athletics carnivals.

Pre2 Friday afternoon interschool sport continued in Terms 2, 3 and 4. The program involved AFL for boys and girls, Rugby League, Netball and Touch Football for both boys and girls. This competition gave our students opportunities to develop and extend their skills in each sport and to develop links with other students with whom they will transition to high school. Students also received coaching from development officers or talented exponents in each sport.

As a part of the PSSA knockout competitions, Bowen students travelled around Western Area to compete in AFL, Soccer, Netball and Hockey. Students received regular training and development from their class teachers, during fitness lessons and during sport time, that laid the foundations for interschool competition. The games provided excellent, high level skill development opportunities and were a lot of fun for all our students.

The support classes also had the opportunity to participate in ‘Dream Cricket,’ a concept run through Rotary, allowing students to develop skills in an environment promoting participation for all students.

**Academic**

‘The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN)’.

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.

**Significant programs and initiatives**

**Aboriginal education**

In 2012 all staff participated in the Aboriginal Pedagogies (8 Ways) course to ensure that they accessed high quality professional learning and developed skills to best support Aboriginal education across the school and community.

In Term 4 a school team attended the ‘Effective Language Pedagogies for Aboriginal Students’ professional learning program to develop knowledge, skills and practical strategies for teaching Aboriginal students who use a non-standard dialect as their first home language. The program is aligned to the ‘Closing the Gap’ strategy.

Bowen Public School was chosen to participate in the Wambinya Early Years pilot program. The program provides additional funding support for Aboriginal students identified from the Kinder Best Start Assessments. Two School Learning Support Officers (SLSOs) were employed to work with these students in Kinder. This program will continue into 2013 Term 1, with a third Aboriginal SLSO being employed to assist the new Kindergarten students.

Bowen Public School has been working with the local Aboriginal Education Consultative Group (AECG) to build stronger relationships with
community and families and improve learning outcomes for students. A transition to school programs was 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. An Aboriginal SLSO was employed to assist with literacy and social skills programs K-2 in the latter part of the year.

**Multicultural education**

In 2012 approximately 5% 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 2012.

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. Student involvement in Harmony Day was one of the highlights of multicultural education programs.

**National partnership programs**

**Low SES**

In 2012 the school received additional funding from the Federal Government. This funding was under National Partnerships Low SES.

The National Partnerships Low SES was used to develop teacher professional learning, focusing on quality teaching, and aimed to develop the capacity of teachers and the implementation of effective programs to raise student outcomes. In 2012 National Partnership funding allowed for the school’s involvement in professional workshops. National Partnership funding also provided the opportunity for additional teaching staff and additional school administration hours to support staff in planning and organisation. This allowed for the implementation of school based professional learning and team teaching/mentoring to occur to increase leadership, quality teaching and teaching and learning strategies.

Linked classrooms and the skills developed through professional learning activities provided under National Partnerships over three years have created an ideal context for teacher mentoring and team teaching. As teachers attended professional learning activities, or developed new skills and activities they were able to share these amongst their peers through demonstration or planned collaborative programming. They are comfortable planning and working together and sharing ideas and support. A strong sense of collegiality has been developed.

Professional Learning is the focus of staff meetings with the majority of professional learning topics based around Literacy, Technology, Aboriginal Education and Numeracy. The topics related to the executive key improvement roles of Numeracy, Literacy, Engagement, Aboriginal Education and Attendance.

**Other programs**

**Priority Action Schools (PAS) / Priority Schools Funding Program**

In 2012 Bowen Public School received approximately $120000 for the implementation of initiatives through the Priority Schools Programs. The programs aim to assist schools to build their capacity to improve students’ educational outcomes through enhanced literacy and numeracy programs and increased student engagement.

Through PAS funding, additional hours for release from face to face teaching were implemented to support classroom teachers in team teaching, collaborative planning and professional learning activities.

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 2012.

PAS Funds were also contributed towards the pre2 Learning Community to support the professional learning of executive staff and the engagement of a program coordinator for 2013. The program coordinator will work with all the schools to develop connected learning activities as well as assist with other priorities, such as the introduction of the National Curriculum in 2012. This meets the National Partnership reform of partnerships with other schools, around student learning. (Reform 3)

Priority School Funds also supported learning initiatives at Bowen Public School such as the ‘Meteorite Mentors’ to increase levels of student engagement in learning as a consequence of tailored mentoring programs. (Reform 3)

Progress on 2012 targets

Target 1

- Raise the percentage of Year 3 students achieving in the top two bands of numeracy to regional levels (from our school average for the past 3 years of 10% to the regional average of the past 3 years of 23.6%), and decrease the percentage of students achieving in the bottom two bands to levels comparable to regional achievements (from our school average for the past 3 years of 43.6% to the regional average for the past 3 years of 28.3%).

- Raise the percentage of Year 5 students achieving in the top two bands of numeracy to regional levels (from our school average for the past 3 years of 2.6% to the regional average of the past 3 years of 16.3%), and decrease the percentage of students achieving in the bottom two bands to levels comparable to regional achievements (from our school average for the past 3 years of 50.3 % to the regional average for the past 3 years of 29%).

Our achievements include:

- 12.5% of Yr 3 students appeared in the top 2 bands for numeracy. This represents a 2.5% improvement on our average. It is close to the growth we were aiming for over a 3 year period. When applying data analysis to the mainstream students only then the figure is 16.7% which represents a 6.7% growth towards our target.

- 40% of Yr 3 Aboriginal students were in Bands 1 and 2 compared to 50.2% from region.

- Year 5 boys are 3 scale scores above the state average growth in the test aspect of Numeracy.

- 7.6% of Yr 5 students appeared in the top 2 bands. This represents a 5% improvement and is in line with our 3 year growth target.

- Numeracy trend data for Aboriginal students increased by 43.7 points to 416.7 points – which is almost equivalent to regional Aboriginal scores (0.4 below).

- The overall Numeracy trend for all students increased by 13.6 points. However this is 35 points below Regional level.

Target 2

- Increase attendance to 89% - an initial increase of 1.1% on Semester 1 2011 data (87.9%), then by 1% each following year until 2014.

Our achievements include:

- Promoting attendance through the use of visual information and social media to focus on the importance of students attending regularly and identifying patterns of attendance.

- Implementing a school attendance plan incorporating planned strategies for parent contact, Personalised Attendance Plans and early intervention.

- Setting class targets which proved to be effective with students working for class awards and promoting attendance. This award was received very positively by students when presented at assemblies.

- The introduction of 2012 KStay2 and ‘We’re Here to Stay’ which will be further
embedded in 2013. The trial change in school times has continued permanently in 2012 and assisted in reducing late arrivals. It is more in time with local bus run times.

- A reduction in office referrals and school suspensions. The data collected has shown the school has already achieved the target set for 2014.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Organisation and Leadership focusing on Quality Teaching and Aboriginal Pedagogy - Ways of Learning

Background
As part of the National Partnerships Low SES program Bowen Public School focused on the implementation of Quality Teaching principles incorporating ‘8 Ways of Learning’.

The aim was to ensure that Quality Teaching and Aboriginal Pedagogies were both evident in teaching and learning activities and that staff were knowledgeable in the implementation of Aboriginal Learning Activities.

Our target was to increase the percentage of teachers who are confident in the use and identification of aspects of Quality Teaching and 8 Ways of Learning, and demonstrate this within teaching and learning programs, from 0% to 50% in 2012 to 75% in 2013 and 100% in 2014.

Findings and conclusions
- Staff have additional RFF time and are using one hour for own RFF activities and 2 hours for combination of team teaching, collaborative planning, mentoring, Professional Learning. Staff, particularly new staff, found this valuable, as have people who are facilitating professional learning activities.
- Aboriginal pedagogy workshops took place in late Term 3 / Term 4 and planning for programs had already been finalised before the completion of the courses therefore only 46% of staff had used them in formal programs. However 70% of staff began to incorporate the 8 Ways activities informally in their lesson delivery.
- 92% of staff indicated that they were confident in the Quality Teaching Framework and 85% said they used it in their formal programming.
- All staff found the 8 Ways Aboriginal Pedagogy workshops beneficial and expressed a need to have them followed through with the Regional Aboriginal Education Team working with them in a team approach to model lesson delivery.

Future directions
As a result of the National Partnerships evaluation
- ‘Australian Teacher Performance and Development Framework (ATPDF)’ is to be introduced to schools in 2013. Negotiate Professional Learning Plans with reference to the Professional Teaching Standards as part of the teacher professional development.
- Embed the implementation of school plans and strategies to ensure that they remain a focus – staff meetings / aspiring leaders. With changes in executive and less executive release, there is an increasing likelihood of things slipping through the organisation and planning structures – so need to ensure that constant monitoring reviews take place.
- Increase the percentage of teachers who are confident in the use and identification of aspects of Quality Teaching and 8 Ways of Learning, and demonstrate this within teaching and learning programs to 75% in 2013 and 100% in 2014.

Parent, student and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about
- the school and how it meets the needs of students; and
- the teaching of mathematics.
Their responses which were gathered through surveys and focus group meetings are presented below.

The school provides a range of varied programs to promote student engagement and attendance. These include Meteorite Mentors, Men’s Shed, Aboriginal dance, and guitar. In providing these activities we have created strong links with the community. The Meteorite Mentor and the Men’s Shed are staffed by volunteers. Mountain Hope Church provides a breakfast program for students once a week, and also contributes to emergency lunches for students in need. Feedback from students and parents in 2012 highlighted the importance of these programs and how relevant they were to students. Parents thought that these, along with the special needs programs such as ‘Riding for the Disabled’ were among the most successful programs that the school implemented.

It was felt that the pre2 website needed further publicity amongst parents so that they could see what was happening and develop a greater understanding of the pre2 learning community.

The Bowen Public School Facebook page was well received with over 100 people linked to it and using it to find out day to day information.

Surveys indicated parents were overall happy with mathematics in the school and 75% felt they were able to assist their students where needed. 90% were confident that their children enjoyed mathematics and were developing new skills.

Students rated the various engagement and attendance programs and activities as successful and wanted more to enhance what was already in place. It was thought that something equivalent to men’s shed for girls should be implemented.

80-90% of students answered survey questions pertaining to whether they enjoyed being at school and whether they were proud to be a student at Bowen with a positive response.

In the focus group survey the students indicated that math’s groups were a successful activity to improve student outcomes as it provided for more individual assistance. The survey completed by students through survey monkey was very positive. Areas where there was an indication of need for change were in the areas of student beliefs about their math’s ability and teacher explanations on what was being assessed and why. There were also about 10% of students who disagreed that the maths activities were challenging and made them think.

Staff responses were positive in all aspects of the maths survey although more explicit quality criteria, to be shared with students, are needed. There is also a greater need for higher order tasks and integration.

**Professional learning**

In 2012 all staff had access to professional learning opportunities, and $11800 was expended from professional learning funds with supplementation of approximately $8000 from school based and Priority Schools Programs funds.

All staff was able to attend a presentation by Bill Rogers looking at behaviour management. The skills gained from this have been applied to support PBL in the school and the outcomes have been very positive.

Literacy was again the main focus for professional learning. School based professional development and support in literacy was provided by executive. Kindergarten teachers developed skills for the implementation of a specific Kindergarten literacy program ‘L3’ which will be introduced this year. ‘Wambinya’ funding provided opportunities for School Learning Support Officers to access professional learning. This assisted in supporting students in Kindergarten with attaining literacy and numeracy outcomes.

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.

Executive staff participated in the pre2 executive workshops to develop skills for aspiring leaders and promote collegiality across the Orange public schools.

All staff completed Aboriginal Pedagogy – 8 Ways of Learning professional learning. This was delivered by the DEC consultants from the
Bangamalanha Aboriginal Knowledge Centre in Dubbo.

As a future direction the school will work towards improving current practices and processes using the Australian Teacher Performance and Development Framework. Teacher assessment and review schedules will incorporate professional learning and the National Professional Standards for teachers. Developing the leadership capacity of middle executive and aspiring executive using the NSW Teacher’s Institute standards will also be a focus for 2013.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

To implement, consolidate and embed literacy programs appropriate to each stage level and for the teaching and learning cycle to be evident within programs. To develop assessment techniques, including class profiles which inform and guide the teaching and learning cycle and include professional learning opportunities.

**2013 Targets to achieve this outcome include:**

- Increase the percentage of Year 3 students achieving in the top two bands to regional levels or better; from our school average for the past 3 years of 14.2% to regional 3 year average of 31.2%. The 2013 target is 25.4%.

- Decrease the percentage of Year 3 students achieving in the bottom two bands to regional levels or better; from our school average for the past 3 years of 39.3% to regional 3 year average of 25%. The 2013 target is 29.7%.

- Increase the percentage of Year 5 students achieving in the top two bands to regional levels or better; from our school average for the past 3 years of 5% to regional 3 year average of 22.7%. The 2013 target is 16.8%.

- Decrease the percentage of Year 5 students achieving in the bottom two bands to regional levels or better; from our school average for the past 3 years of 60% to regional 3 year average of 27%. The 2013 target is 38%.

**Strategies to achieve these targets include:**

- Professional Learning in R2L, L3 and Best Start as appropriate to individual staff levels of need.

- Profession learning across the pre2 learning community and school based to initiate the implementation of the National Curriculum – English

- Consistency of all staff using the literacy continuum for the monitoring and tracking of students in literacy K-6.

- The implementation of the ‘Early Action for Success’ program with the Instructional Leader supporting teachers K-2 for Literacy through mentoring and team teaching and providing professional learning K-6.

- A mentoring and team teaching approach to supporting staff with programming for literacy and the implementation of best practice teaching to ensure the increase of student outcomes.

- Additional time allocated for executive staff to work with teaching staff in a Learning and Support focus to look at curriculum differentiation and teaching strategies to ensure all students are catered for in the best possible manner.

**School priority 2**

**Outcome for 2012–2014**

Student attendance patterns are in line with region and students are engaged in school programs. Programs and activities which focus on student engagement are developed and implemented.
2013 Targets to achieve this outcome include:

- Increase attendance to 89% - an initial increase of 1.1% on Semester 1 2011 data (87.9%), then by 1% each following year until 2014.

- Provide opportunities for students to engage in school based activities and initiatives leading to a decrease in the number of students referred to the office (PBL) by 5 each year from 70 in 2011 (terms 1-3 2011 including an average of 9 suspensions per term) to 55 by 2014.

Strategies to achieve these targets include:

- Use of Student Welfare worker through the National Chaplaincy Program (Department of Education, Employment and Workplace Relations) to support the engagement of students and families in social and emotional aspects of schooling.

- Identify targeted families needing support with student attendance and work with them to improve the attendance through personal contact, individual attendance plans and involvement of Home School Liaison Officer and the Aboriginal Community Liaison Officer.

- Maintain the attendance reward plan in each stage for all students.

- Staff will teach proactive PBL strategies to students which assist in minimising situations that may lead to the disruption in student learning opportunities.

- Provide relevant curriculum initiatives that will engage students, foster positive attitudes towards school and raise student self esteem eg; Core curriculum activities / Men’s Shed / Aboriginal Dance / Social Interaction Skills Program/ Spec Ed Sport / Mentoring.

- Provide intensive learning, social and behaviour skilling support for students through the implementation of resilience programs – Fun Friends and Friends for Life. (Pathways Health and research Centre).

- Extend the existing preschool links and transition to Kindergarten programs by using school staff to provide information about Bowen Public School and the programs implemented at the 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.

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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: