Bowen Public School

Annual School Report

2011
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 2011 and our long term goals.

2011 was a year where the school focus was on quality teaching, providing effective teaching programs for students and providing professional learning for teachers.

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

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

Lessons around what these expectations look like in non-classroom settings were delivered regularly to students in all classes. Next year the program will be broadened to include positive behaviour in the classroom setting.

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
During 2011 the P&C held a number of fundraising events including stalls for Mothers’ Day, Fathers’ Day and Christmas and various raffles and BBQ’s.

Through our fundraising we were able to contribute to the cost of the Stage 3 excursion and curtains for Pod 2.

We purchased farewell gifts for the Year 6 class and also supplied each Kindergarten student with a school hat on their first day of school. We also purchased a large ‘playground pencil’ for the PBL program to help reinforce the PBL expectations in a fun and engaging manner.

For 2012 we aim to raise even more money by holding a pie drive and possibly a seed drive.

Bronwyn Lennard

Student representative’s message
This year there were many opportunities to be involved in different activities, from cultural to sporting, musical and creative. We all enjoyed the many great excursions with patient, fun teachers. I really loved the ANZAC Day march and this year felt proud as I led the march as a school captain.

Josephine O’Neill

My time at Bowen Public has been filled with many memorable and favourite moments. Canberra this year was amazing with ‘Questacon’ my favourite part.

The teachers are great, especially when you get to primary and you have all sorts of fun. You make new friends and some leave along the way, but the friendships last a life-time.

Troy Osbourne

Josephine O’Neill and Troy Osbourne

School context

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

Student enrolment profile
The total of students in 2011 was 170, made up of 82 boys and 88 girls. Forty percent of the school population identify as Aboriginal or Torres Strait Islander and four percent as multicultural. The school catered for a range of students with special learning needs, through special education classes, the successful integration of students with disabilities and the implementation of strong special education programs. The mobility of students was high and the changeover of students has been calculated at over 40% per year.
Student attendance profile

Student attendance was below the regional average. Data for Bowen Public School showed that the younger students had overall poorer patterns of attendance than the older students. Future directions include the implementation of a KStay2 attendance program in 2012 for Kindergarten in order to establish good attendance habits from the beginning of the students’ schooling.

In 2011 an attendance plan, with a clear procedural scaffold, was implemented. It aimed to decrease unexplained absences by 10%. The data collected showed the school achieved a decrease of 9% in the period from 2009 to 2011.

Management of non-attendance

In 2012 the focus will be to increase attendance by 1.1% each year (over the next 3 years) to a level equal to region. A range of strategies will be implemented during 2012 to achieve this increase, including Personal Attendance Plans for students and a program where all staff are able to assist in the monitoring of attendance. Contact with parents will continue to be the main strategy in developing a school partnership where there is a shared approach to attendance from home and school. Bowen Public School, with the support of the Home School Liaison Officer, will trial the KStay2 attendance program.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011. There were 7 mainstream classes and 2 special education classes. The special education classes catered for approximately 22 primary students over the year. There were 11 students in the K-2 area receiving additional support within their mainstream class setting.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th>Bowen Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll class</td>
<td>Year</td>
</tr>
<tr>
<td>K/1M</td>
<td>K</td>
</tr>
<tr>
<td>DNR PENG</td>
<td>K</td>
</tr>
<tr>
<td>1OS</td>
<td>1</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
</tr>
<tr>
<td>2/3B</td>
<td>2</td>
</tr>
<tr>
<td>2/3B</td>
<td>3</td>
</tr>
<tr>
<td>3/4KM</td>
<td>3</td>
</tr>
<tr>
<td>3/4KM</td>
<td>4</td>
</tr>
<tr>
<td>456B</td>
<td>4</td>
</tr>
<tr>
<td>456H</td>
<td>4</td>
</tr>
<tr>
<td>456B</td>
<td>5</td>
</tr>
<tr>
<td>456H</td>
<td>5</td>
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<tr>
<td>456B</td>
<td>6</td>
</tr>
<tr>
<td>456H</td>
<td>6</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011 Bowen Public School had a range of class sizes and was faced with the difficulty of catering for all students needs whilst having to group classes across stages. To cater for this Bowen Public School established ‘pods’ where teachers worked with a buddy class. Additional staffing was provided to these pods allowing for team teaching and team mentoring. These were very successful in the type of teaching and learning programs that were able to be implemented, the ability to increasingly cater for individual and small group needs and for providing quality teacher training and support.

Staff information

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

As well as the staff entitlement of 16.2 teaching staff provided to the school, Bowen Public School employed many additional staff to support students.

The school had four executive, and 15 teachers (fulltime and part-time) in various roles. The majority of executive have been at the school between 3 and 5 years but all are experienced and have been teaching more than 15 years.
Approximately 60% of staff had been at the school for less than 5 years, 7 of these teachers were new scheme teachers. 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>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Multicategorical</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>Additional Teaching Support Staff</td>
<td>7</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
</tr>
<tr>
<td>Additional Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
</tr>
</tbody>
</table>

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

In 2011 the school’s staffing entitlement included one Aboriginal Education Officer. Two Aboriginal persons were employed, through ‘Norta Norta’ funding, part time during the year to support students in literacy and numeracy.

**Staff retention**

A steady change has taken place in the composition of staff, with older staff members retiring or changing positions and younger teachers being employed in a temporary and permanent capacity. During 2011 one staff member took on a relieving principal position and a second teacher retired. There were a number of temporary teachers who continued employment at Bowen Public School through the implementation of National Partnerships and Priority School funding allocations.

**Teacher qualifications**

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

<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>
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</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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>344022.07</td>
</tr>
<tr>
<td>Global funds</td>
<td>144973.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>361927.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>59740.61</td>
</tr>
<tr>
<td>Interest</td>
<td>20221.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14588.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>945474.23</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>6501.79</td>
</tr>
<tr>
<td>Excursions</td>
<td>8462.96</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>39540.07</td>
</tr>
<tr>
<td>Library</td>
<td>2177.95</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>357109.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>25283.49</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>48251.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36364.95</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21734.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7159.55</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>552586.67</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>392887.56</td>
</tr>
</tbody>
</table>

The Training and Development allocation was incorporated within the tied funds. Bowen Public School spent approximately $17000 towards teacher professional learning as part of the tied funds. The school appreciates the contributions from P&C and other community sources. Some of these contributions are held in the Trust account and have been donated towards the School Cultural Garden.

A full copy of the school’s 2011 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 2011

Achievements

Arts

Performance

Bowen Public School once again supported the local Orange Eisteddfod this year entering a Mixed Age Choir (Years 1-6) and a K-2 percussion group. Both of these groups gained second place and performed with pride and enthusiasm.

The choir was invited to sing their two eisteddfod songs at the opening of the Western District Regional Principals’ Conference in Orange during August and sang ‘Gary Galah’ as well as ‘Never Let Go of Your Dream’. The choir should be commended on their commitment to practices each week as well as their presentation and appearance on this special occasion.

The choir also sang at the Cherrywood Nursing Home in Term 4 bringing much delight and enjoyment to the residents and staff.

Dance

In 2011 a girl’s dance group was formed to promote school engagement. Girls from Year 2 through to Year 6 were given the opportunity to learn and perform a ‘belly dance themed routine’.

The group performed at the Orange Eisteddfod and although they didn’t gain a place they were excellent ambassadors for Bowen Public School.

The students involved showed great dedication in giving up many lunch times to attend practice sessions. The students would also like to thank the parents who supported their dance group.

‘On Track’

2011 was a transition year for ‘On Track’ the combined Bowen and Orange East Public School band.

2010 saw the departure of a significant number of senior band members to high school. 2011 has been a year of rebuilding.

The band was again ably led by Rebecca Brine from The Canobolas Rural Technology High School and Mr Gerry Ramedge from the Orange Regional Conservatorium. Performance opportunities included an ‘open band’ day during Education Week. Parents and friends were able to come and watch a band session and hear the students play. The band performed at each schools presentation days. Their efforts were greatly appreciated.

Sadly, we will lose the services of Miss Brine in 2012 due to a timetable incompatibility. We have been able to secure the services of Mrs Elyse Denham who is well known in music circles in Orange. She is an ex- Orange High School and Orange Regional Conservatorium student prior to completing her music degree. Mrs Denham will work with the band and, for the first time, we will offer recorder lessons for Year 3. This is a wonderful preparatory step for the band as students have the opportunity to learn music notation and the skills involved with playing an instrument.

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 2011 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. A number of students progressed to represent Orange District at the Western Area Carnivals in all three events.

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. While the teams were unsuccessful in progressing beyond the second round in each sport, the games provided excellent, high level skill development opportunities and were a lot of fun. These experiences have been so valuable that the school will be looking to increase sporting opportunities and the range of sports in which we compete, in 2012.

**Academic**

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest 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)

**Literacy – NAPLAN Year 3**

The following NAPLAN graphs show the percentage of students in bands for 2011 compared to the school average percentage for 2008 to 2011.
Progress in literacy

At Bowen Public School the Year 5 were 18 scale scores above the state average growth in the test aspect of Spelling, with Aboriginal students being 37 points above state growth for spelling.

Of concern was that Year 5 boys were 20 scale scores below the state average growth in the test aspect of Grammar & Punctuation.
Progress in numeracy

Growth in Numeracy was lower than the state level. However 7 students averaged 130 point growth, compared to the 72 point average growth across state. Numeracy is to be a focus next year and will be the area of curriculum reporting in the 2012 Annual School Report.

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.

As reported in the 2010 annual school report spelling vocabulary was to be the focus for 2011. The number of students achieving at or above minimum standard was highest in the area of spelling in 2011. Year 5 boys have improved by 27 scale scores from the 2010 data in the test aspect of Spelling.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

In 2011 one executive attended a three day professional learning course through the ‘Stronger, Smarter’ institute. This was made possible because of continued links with Glenroi Heights Public School.

Executive staff attended an ‘Aboriginal Pedagogies Master Class’. The course was designed for staff to access core knowledge behind Aboriginal Pedagogies (8 Ways) to ensure that they are able to lead Aboriginal education across the schools and community. Teaching staff will be able to access further training in Aboriginal Pedagogy in 2012.

In Term four 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. Additional staff will be able to access more of this training in 2012.

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. A Student Learning Support Officer (SLSO) was employed to work with these students in Kinder. This program will continue into 2012 Term 1 with the employment of two SLSO’s for the two Kindergarten classes.

Bowen Public School has been nominated as an Aboriginal focus school. Newly appointed teachers will be able to access a cultural immersion program called ‘Connecting to Country’. This is implemented as part of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 and will involve the local Aboriginal Education Consultative Group (AECG). This is an excellent opportunity to build stronger relationships with students and their 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.

Multicultural education

In 2011 approximately 4% 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 2011.

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 2011 the school received additional funding by the Federal Government. This funding was under National Partnerships Low SES.

The National Partnerships Low SES has been used in 2011 to develop teacher professional learning, focusing on quality teaching, and aimed to develop the capacity of teachers and the implementation of effective programs. In 2011 National Partnership funding allowed for the school’s involvement in such areas as connected learning, professional workshops and the acquisition of updated computers. National Partnership funding also provided the opportunity for executive staff to be given non-teaching workloads. This allowed the implementation of school based professional learning and team teaching/mentoring to occur to increase leadership, quality teaching and teaching and learning strategies.

In 2011 classes were grouped into ‘pods’ Student numbers meant that there were classes going across stages and this presented some difficulties in working with ‘Stage Teams’. Pods consisted of 2 classes, staffed by 2 teachers and 1 executive
working together with a Team Teaching / Mentoring focus. In pods 2, 3 and 4 (Year 2 – Year 6 and special education) teachers worked in connecting classrooms. Teachers had an ideal setting 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. It also provided the opportunity for addressing individual and small group needs along with the whole class needs. Pod 1 (Kinder and Year One) incorporated additional staff into their classes which allowed for additional student support in the early years of learning.

Professional Learning became 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, Library Research (S3) and Attendance.

The processes used for planning and programming around National Partnerships Low SES has been used and extended into planning in a range of other areas as well. Additional release was given to one staff member to update policies and procedures required for a range of activities. Another staff member was able to incorporate a Gifted and Talented program for small groups of students to access.

Other programs

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

In 2011 Bowen Public School received $120000 for the implementation of initiatives through the Priority Action Schools Program. This program aims to assist schools to build their capacity to improve students’ educational outcomes through enhanced literacy and numeracy programs and increased student engagement.

Through this funding, executive were released from their teaching load so as to support classroom teachers through team teaching, modelling and professional learning activities. Teachers were supported through stage meetings and class literacy and numeracy blocks.

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 2011.

PAS Funds were also contributed to the pre2 Learning Community to support the engagement of a program coordinator for 2012. The program coordinator will work with all the schools to develop connected learning activities as well as assist with other priorities 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 2011 targets**

The 2011 targets at Bowen Public School focused on Literacy, Numeracy and engagement. For the Annual School Report we committed to reporting on Numeracy and Attendance. Sound progress was made towards engagement and was reported in the 2011 Annual Evaluation Report for National Partnership Schools at the end of the year. Basic progress was made for attendance and literacy.

The progress made for numeracy was limited due to the decision to implement new numeracy practices for 2012 with the introduction of the National Curriculum. In 2011 the school trialled new Mathematics resources and a new teaching approach which are to be formally released in 2012. Numeracy will be a key evaluation for the next Annual School Report.
Target 1

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

Our achievements include:

- The number of Year 5 students in the lower 2 bands in Numeracy remained the same compared to the average of the last 3 years.
- Average growth for Year 5 Aboriginal students in numeracy was 120.7 points compared to 93 for State and 95 for region.
- 25% of Year 5 mainstream students attained expected growth.

Target 2

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

Our achievements include:

- Increased parent contact, notes and phone calls for explanations.
- Use of visual information to assist families to see the days of non attendance at school – attendance calendar.
- Data showed a decrease of 9% from 2009 figures of 57% unexplained absences, to term 3 2011 of 48% unexplained absences.

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 2011 our school carried out evaluations of English and Planning for Engagement.

Educational and management practice

Planning for Engagement was chosen as the area for Educational and management practice, because of the focus for increasing attendance and decreasing days lost to suspension. Engagement was also one of the key areas for executive focus.

Background

Bowen Public School was involved in a range of programs and received funding from varied sources. In planning and organising these and tying ideas and activities into a manageable plan ‘executive roles and responsibilities’ documents were created to ensure effective implementation of the school plan. This has included planning procedures, focus areas for key improvements, budgeting and supervision.

Findings and conclusions

The provision of a range of varied programs for students - talented students, Meteorite Mentors, Men’s Shed, Aboriginal dance, band and interest groups are all programs implemented to engage students in learning. 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.

Parents were surveyed regarding their level of school satisfaction. In 2011 there were twice as many survey forms returned compared to previous years and 86% of parents agreed that the school offered a wide range of activities, (their responses were of a higher level than in previous years, with 43% selecting ‘strongly agree’). 98% of parents agreed that the school was connected to its community (50% strongly agreed that this was the case as opposed to 36% in 2010).

70% of students agreed that they really liked to go to school each day and that the work they did was interesting. This increased to 75% students agreeing in response to ‘school is a place where learning is fun’.

Future directions

Engagement will remain a focus for 2012 with the aim to ensure that attendance patterns are in line with region and students are engaged in school programs.

PSSA sport will be broadened to include participation in a wider range of activities. Horse riding for the disabled will be added to the special education curricular. There will be also be continued involvement in the pre2 connected classrooms and pre2 initiatives.

Bowen Public School also plans to develop and implement environmental and Aboriginal programs and activities which focus on the
environment, sustainability and responsible use of resources.

Curriculum
English was chosen as the area for evaluation because 2011 was the final year for National Partnerships Literacy funding provided by the Federal government and it had been the first priority for school management planning. It was an opportunity to look at the programs implemented, their success for student outcomes and what aspects we would be able to continue without the additional funding.

Background
The school had been provided with National Partnerships funding between 2009 and 2011. During this time, and as part of this program a Learning Classroom Leader had been appointed, Reading to Learn continued to be implemented as a ‘whole class’ school approach and MultiLit was used as an individual intervention.

Findings and conclusions
A school based survey was used to gain parent feedback in the implementation of English at Bowen Public School. It was overwhelmingly positive with only 10% or less of parents indicating:

- they were not provided with useful reports about their child’s progress in English
- they were not fully able to understand how English was taught at Bowen Public School
- their child didn’t enjoy English

Future directions
The school will continue to use these programs that have been established as part of the National Partnerships program.

Reading to learn will be the main ‘whole class’ literacy program in Years 3-6 for 2012. This will be supplemented by the Gail Brown Spelling and Comprehension programs and a reading Fluency Program.

MultiLit will become a program used by the tutors and Learning Support Teacher within the school for students needing intervention, particularly in Year 2, Year 4 (within the Norta Norta framework) and Year 6 (within the Norta Norta framework).

The ‘guided and modelled’ reading strategies will be the focus in K-2, with Kindergarten introducing the L3 Literacy program in 2012.

The Literacy continuum will be used as an integral part of assessing and monitoring children, particularly as part of the Best Start Kinder initiative but developing through to Year 6.

Parent, student and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Approximately half of the families responded to the parent satisfaction survey. 95% of parents surveyed agreed that the school offered challenging activities and a range of extracurricular activities for students. (This has changed from the previous year where it was identified as a concern.) There was an increase to 98% agreement for strong technology based programs and resources.

75% of those who responded agreed with all statements in the survey about the school. They felt that Bowen Public School:

- was well resourced and attractive
- valued students as the main concern of the school and portrayed a friendly and accepting environment
- communicated effectively with the community and
- promoted a healthy lifestyle, fair discipline and uniform.

For 10% of families there was only one statement that they disagreed with, although there was no common link between the chosen survey statements.

13% of families disagreed with more than one statement. Areas for future focus still include fair discipline and encouragement of parents into the school to discuss student progress, their concerns and those of their children.

Future directions will include the continuing promotion of our school within the school community through a broad range of social media, including Facebook and YouTube. Continued implementation and awareness of the
Positive Behaviour for Learning (PBL) program will also assist in parents understanding of the supportive and explicitly taught program used within the school, especially for new families. In 2012 PBL will be developed further to include classroom settings as well as the current non-classroom settings. It will be important to provide ongoing information to our community.

**Professional learning**

In 2011 all staff had access to professional learning opportunities, and $11800 was expended from professional learning funds with supplementation of over $6000 from school based and Priority Schools Programs funds.

Literacy was again the main focus for professional learning and two teachers accessed Reading to Learn. School based professional development and support in literacy was provided by executive. Kindergarten teachers began developing skills for the implementation of a specific Kindergarten literacy program ‘L3’ which will be introduced in 2012.

Gail Brown continued to work with staff in 2011 and questioning skills and vocabulary programs were implemented in some classes with the skills being shared amongst staff.

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

Three executive members attended a Michael Fullen professional development day which aimed to develop skills for effective leadership.

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

All staff completed an online survey (DASA) as part of the school evaluations, which identified ongoing areas for future technology development. As part of our technology professional learning the school accessed the support of the National Partnerships connected learning personnel to develop understandings and skills in the effective integration of interactive technology into classroom practice. A variety of technology workshops to develop staff skills in areas such as blogs, computer software and programs were held in staff and stage groups. Social Media was also a focus in Term 4. Bowen Public School employed the services of Peter Sutton and Kai Ming Consulting to develop sound social media practices and access to a range of social media tools to connect with our school community.

**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**

**Numeracy**

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

**2012 Targets to achieve this outcome include:**

- Raise the percentage of Year 3 students achieving in the top two bands 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 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%).

Strategies to achieve these targets include:

- Use data analysis to target specific areas for improvement and track students using the numeracy continuum
- Teachers will be trained in developing class groups and analysing cohort strengths and weaknesses. They will use class profiling to develop and implement programs that meet the needs of our students.
- Begin to introduce the teaching scheme ‘Envisage Maths’ into teaching practice, initially for Stage 2 and Stage 3. Incorporate the scheme as a resource to support the Bowen Public School numeracy policy.

School priority 2

Outcome for 2012–2014

Engagement

- To increase student attendance so it is in line with region and students are engaged in school programs.
- To develop and implement environmental and Aboriginal programs and activities which focus on the school environment through school grounds, cultural garden, solar energy, water saving, sustainability and the responsible use of resources and the environment.

2012 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:

- Promoting attendance through the use of visual information to assist families to see the importance of regular school attendance and using social media to focus on the importance of students attending regularly
- Implementing a school attendance plan incorporating planned strategies for parent contact, Personalised Attendance Plans and early intervention.
- Participation in the ‘KStay2’ attendance program for Kindergarten students so as to embed regular attendance patterns early in a student’s schooling.

About this report

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

Carolynne Merchant  Principal
Tracy Sherringham  Assistant Principal
Tracey Graves  Assistant Principal
Robert McPherson  Assistant principal
Bronwyn Lennard  Parent Representative

School contact information

Bowen Public School
50-60 Park Street
ORANGE
NSW 2800
Ph: 02 63623655
Fax: 02 63617603
Email: bowen-p.school@det.nsw.edu.au
Web: http://www.bowen-p.schools.nsw.edu.au
School Code: 4538

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