

# Bowen State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

#### Welcome to Bowen State School's 2014 Report

1. In this report you will find information on our student body including student enrolments, class sizes, attendance, disciplinary absences, extra-curricula activities and a link to our students' national academic achievements.
2. Staff information in this report includes teacher qualifications, numbers of indigenous staff, expenditure on staff professional development, staff attendance and staff retention.
3. Contained within various sections of this report are parent, student and staff satisfaction levels which are taken from the annual School Opinion Surveys.

#### School progress towards its goals in 2014

All Australian Curriculum subjects to-date were implemented via C2C  
 Continued deliver targeted learning enhancement and intervention programs  
 Continued to ensure effective monitoring tracking moderation and analysis of students' data to inform teaching.  
 Student attendance rates were not improved and needs to be addressed in 2015  
 Early Years Reading continued to be a curriculum focus  
 Writing was our second curriculum focus  
 Continued to implement Explicit Instruction pedagogical programs and consistency in practice across all year levels.  
 Completed our Teaching & Learning and Discipline Audit, and Quadrennial School Review in 2014  
 Our new 4 year Strategic Plan was developed

#### Future outlook

Implement all areas of the current Australian Curriculum, including HPE  
 Embed and refine the Explicit Instruction Pedagogical Framework in every classroom.  
 Implement the BSS Reading & Writing Action Plan  
 Develop a research-based BSS Numeracy Action Plan  
 Extend Higher Order Thinking skills into the BSS Pedagogical Framework  
 Revise and Implement the BSS Student Attendance Plan  
 Appointment of a Master Teacher  
 Increase student attendance rates especially for Indigenous students

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Early Childhood - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	437	198	239	89%
2013	474	217	257	92%
2014	481	212	269	90%

Student counts are based on the Census (August) enrolment collection.

## Characteristics of the student body:

Student population as at December 2014 was 474

18% of students were Indigenous

5% of students access the Special Education program

4% of students have English as a second language

The majority of students live within 5 minutes drive from the school.

Our school ICSEA score is 932

## Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	24
Year 4 – Year 7 Primary	26	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	37	67	53
Long Suspensions - 6 to 20 days	1	7	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

LOTE - Chinese

### Extra curricula activities

Instrumental Music  
Recorder Band  
Choirs  
Environmental Education – Recycling, Adopt-a-beach  
Literacy Intervention Classes  
Special Education Program  
Early Childhood Development Program  
Arts Council Performances  
Year Level Excursions – Theatre productions, Reef Trip  
Special Parades – Harmony Day, NAIDOC, ANZAC, Fancy Dress, Grandparents Day  
Optiminds  
McDonald Maths  
ICAS Testing  
Representative Sport to National level

### How Information and Communication Technologies are used to assist learning

All classrooms have an interactive Smartboard which is connected to the internet and used in all subjects. All classrooms have 4 computers connected to the internet. ICT expectations and activities are embedded in lessons. Classes access the Computer Lab in the Library for at least 1 hour a week to complete C2C activities and develop their IT skills. There are currently just over 20 iPads being used across the school by students individually or in groups with teachers and teacher aides.

### Social Climate

A positive behaviour reward system operates effectively where students exhibiting all listed appropriate behaviours receive a metal merit badge (Prep – Year 3 Smiley Badge, Year 4-7 Silver Badge, Year 6&7 Gold Leadership Badges.)

In 2014 we introduced the social skilling program “You Can Do It”. There is a 2 week focus where classes do lessons on the focus topic, messages are presented on parade and awards are presented to deserving students.

A chaplaincy program operates 3 days a week where the chaplain interacts with students on a friendly and caring level. The program also provides a weekly breakfast program.

School-wide anti-bullying strategies are implemented and there are regular classroom discussions about ‘doing the right thing’. We use the ‘Handy 5 Steps’ to deal with bullies. Eating and play areas are segregated for P-2, 3-5 and 6-7 students. Common play areas include the parade ground and the Library.

Guidance Officer led a Boys program in a Rock, Paper, Scissors.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	83%	94%
this is a good school (S2035)	91%	96%	97%
their child likes being at this school* (S2001)	96%	93%	97%
their child feels safe at this school* (S2002)	100%	97%	92%
their child's learning needs are being met at this school* (S2003)	91%	90%	86%
their child is making good progress at this school* (S2004)	86%	90%	89%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	94%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
teachers at this school motivate their child to learn* (S2007)	95%	93%	94%
teachers at this school treat students fairly* (S2008)	90%	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	92%
this school works with them to support their child's learning* (S2010)	86%	89%	92%
this school takes parents' opinions seriously* (S2011)	91%	89%	94%
student behaviour is well managed at this school* (S2012)	82%	86%	89%
this school looks for ways to improve* (S2013)	95%	85%	100%
this school is well maintained* (S2014)	96%	90%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	93%	99%
they like being at their school* (S2036)	91%	88%	96%
they feel safe at their school* (S2037)	87%	92%	97%
their teachers motivate them to learn* (S2038)	92%	95%	99%
their teachers expect them to do their best* (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	100%
teachers treat students fairly at their school* (S2041)	92%	85%	96%
they can talk to their teachers about their concerns* (S2042)	81%	91%	95%
their school takes students' opinions seriously* (S2043)	85%	89%	94%
student behaviour is well managed at their school* (S2044)	76%	81%	97%
their school looks for ways to improve* (S2045)	96%	95%	98%
their school is well maintained* (S2046)	92%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	86%	96%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	96%
they feel that their school is a safe place in which to work (S2070)		97%	100%
they receive useful feedback about their work at their school (S2071)		91%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		97%	88%
staff are well supported at their school (S2075)		91%	96%
their school takes staff opinions seriously (S2076)		94%	91%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		94%	88%
their school gives them opportunities to do interesting things (S2079)		94%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

All parents are strongly encouraged to communicate with their child's class teacher in any medium. Eg email, face2face, notes, phone, interviews, individual student communication books and report card meetings.

Parents are invited to be classroom, tuckshop, sporting and performance helpers. Parents are invited to Friday parades and special events like concerts, sports days, class performances and excursions.

Class teachers produce at least one class newsletter a term, showing the parents what is happening in the class. Some classes have their own blog. Some teachers are sending homework home via email. Some teachers allow children to work on their assignments at home so parents can be a part of the activity. Some teachers send home weekly newsletters with hints for parents on how to assist their child with learning.

The school's newsletter the Bowen Bulletin is sent home weekly. It contains information and reports on activities happening at school.

Students are excited when they take home awards, certificates and other acknowledgements for their good behaviour or progress in learning. Parents are informed when their child will be receiving some of these on parades.

Reading Hub began in 2014 where parents, grandparents, staff and older students listen to early years students read 4 mornings a week.

### Reducing the school's environmental footprint

All unused hot water systems and fridges are switched off. All unnecessary appliances are turned off over holidays. Grounds and gardens are only being watered when necessary. Cool bottled water is sold for cost price from the Tuckshop. Gardens began to be drip irrigated, more drought resistant plants are begin used, and mulching has been increased. Environment Club recycles beverage containers, plastic and cardboard, and printer cartridges. Maintenance on plumbing improved reducing the loss of water due to breakages.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	230,264	8,355
2012-2013	233,854	4,483
2013-2014	233,624	3,501

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

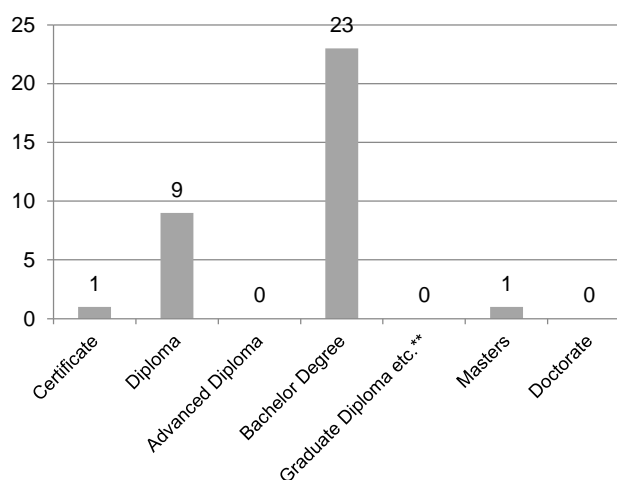
# Our staff profile

## Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	20	<5
Full-time equivalents	30	14	<5

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	9
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
<b>Total</b>	<b>34</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$45,907. The funding boost for this came from 'Investing in Focus Schools', QSIL, 'Step Up Into Education' and AUSLAN.

The major professional development initiatives are as follows:

Major focus on Explicit Instruction with 12 teachers attending an Anita Archer conference in Cairns. Visits by John Fleming to the school and presentations at district workshops.

Professional Development for You Can Do It, Kids Matter, Planning for Individual Curriculum Plans (QSIL Phase 2), Letterland, ASD online via MSSWD, and Teaching of Reading.

Classroom profiling, Watching Others Work and Collegial Coaching continued.

On-site Literacy Lounge sessions where professional texts were explored by teachers.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

#### Student attendance

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	90%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

#### Student attendance rate for each year level (shown as a percentage)

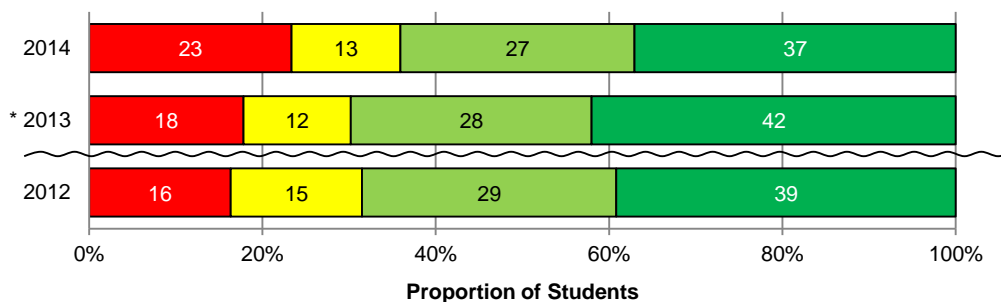
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	93%	91%	91%	91%	91%	91%					
2013	90%	92%	93%	93%	92%	88%	92%					
2014	90%	89%	89%	91%	92%	90%	88%					

DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Teachers mark and monitor rolls online through OneSchool twice daily. A teacher aide contacts parents of students with Unexplained Absences daily. Patterns of absences and chronic unexplained absenteeism is dealt with by the Deputy Principal. This can involve absence letters, home visits, phone calls and in some cases police attention.

The school advocates a 95% attendance for all students. Regular messages are sent to parents about the importance of their child/ren attending school every day.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

#### Find a school

Search by school name

GO

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Sector  Government

Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.



## Achievement – Closing the Gap

Indigenous student attendance for 2014 was 85.1% overall while Non-Indigenous student attendance was 90%. 45% of Indigenous students attended school for less than 85% of schools days; while it was 76% for Non-Indigenous students.

In Year 3 Reading the gap between Indigenous and Non-Indigenous students was 6 mean scale score points.

In Year 3 Writing the gap between Indigenous and Non-Indigenous students was -8 mean scale score points.

In Year 3 Numeracy the gap between Indigenous and Non-Indigenous students was 16 mean scale score points.

In Year 5 Reading the gap between Indigenous and Non-Indigenous students was 34 mean scale score points.

In Year 5 Writing the gap between Indigenous and Non-Indigenous students was 29 mean scale score points.

In Year 5 Numeracy the gap between Indigenous and Non-Indigenous students was -10 mean scale score points.

In Year 7 Reading the gap between Indigenous and Non-Indigenous students was 5 mean scale score points.

In Year 7 Writing the gap between Indigenous and Non-Indigenous students was -21 mean scale score points.

In Year 7 Numeracy the gap between Indigenous and Non-Indigenous students was 29 mean scale score points.