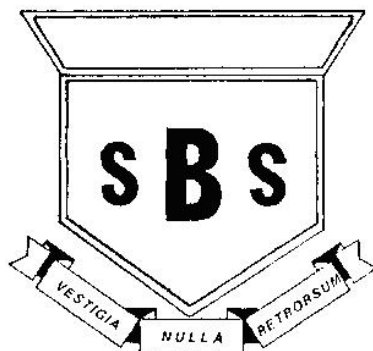




Bowenville State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education

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School Overview

Bowenville is a small Band 5 school with 15 students and 1 multi-aged classroom. It is situated 27km east of Dalby and 60km west of Toowoomba in the heart of the Darling Downs. Our vision is 'For all students to achieve their potential in a safe and supportive environment that is built on the values of responsibility, respect, participation and effort'. Literacy and numeracy figure strongly in our daily curriculum, with blocks of time allocated to both areas. The essential learnings of the other KLAS are embedded in our integrated units of work. Students in the 4-6 grades study Japanese as their LOTE subject. The class enjoys specialist teaching in the areas of music and PE on a weekly basis. Students from Bowenville are very successful in the areas of sport and the arts with excellent achievement in regional sporting carnivals and eisteddfods. ICTs are an integral component of the teaching and learning cycle at Bowenville, with students having access to interactive whiteboards, digital resources and online learning. Ongoing student improvement ensures that all students strive to achieve the high expectations that are set for them.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The goals for Bowenville State School in 2017 included the continued implementation of the Australian Curriculum and the findings of the schools 2014 Quadrennial School Review process. The predominant academic focus for 2017 was numeracy, with a focus on extending the school students within the U2B and a significant emphasis on development of early numeracy skills.

The implementation year for the school wide positive behaviour program continued in 2017 with the adoption of the Positive Behaviour for Learning program and the review of the school Positive Behaviour Policy.

The continued commitment to the Playgroup program enhancing the early year's educational program at Bowenville State School. Stephanie Alexander Kitchen Garden Program memorandum of understanding was ratified for continuation in 2017 with a strong focus on the continued development of the schools garden program and a planned expansion of resources and students participation in community based programs.

Future Outlook

The future focus for Bowenville State School is to increase the correlation between students reading ability and writing ability, by strengthening the Explicit Teaching sequence through the inclusion of open ended inquiry to reinforce concepts.

The future outlook for Bowenville State School hinges around key findings in the Quadrennial School Review. The 2018 year will build on gains made through 2017 with the reading program and numeracy, then move to extend on the gains within the curriculum focal area of writing. The specific focus for 2018 will be the building of student capacity and moving 90% to a 'C' or better. The Stephanie Alexander Kitchen Garden Program will again continue with the development of the community inclusion aspect being the main focal point in 2018. Positive Behaviours 4 Learning implementation will continue in 2018, with ongoing development and refinement of practice over the course of the year.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	14	9	5		85%
2016	14	8	6		86%
2017	15	7	8		93%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Bowenville State School is a Coeducational school catering for students from Prep to Year 6. The class is Multi-age with all grades catered for in the one class setting. Bowenville State School is situated in a rural environment with students attending the school from within the town locality and from surrounding properties. Student numbers have stabilised over the past years with a continuation of this trend likely. The greatest impact on enrolment would appear to be changes in the the farming sector of the past years.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	14	14	15
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings:

Students at Bowenville State School are provided with the opportunity to participate in a comprehensive range of cultural, sporting and recreational activities including:

Specialist Teachers providing PE, LOTE, Swimming, Music, ANZAC Day Ceremony

Transition Program – Students co-operation with Dalby State High School, and participate in a leadership and self-awareness program to assist in their transition from Primary School to High School.

Co-curricular Activities

Swimming lessons are offered in terms 1 and 4 by the PE Teacher.

Students compete in a variety of sporting carnivals within the Quinalow sporting district. They include softball, cross country, athletics, netball, soccer, touch and cricket.

Stephanie Alexander Kitchen Garden Program.

Bowenville SS is a National Sporting School program recipient.

How Information and Communication Technologies are used to Assist Learning

Computer technologies are integral to teaching and learning in all classrooms at Bowenville State School.

Online resources provide opportunities for engagement at the individual level and student differences are catered for. Students focus on the online tools of Reading Eggs, Learning Objects, to support and enhance their learning. Teachers use online sites to provide a variety of interesting resources to support learning in the classroom. Classrooms have interactive white boards to assist with the integration of ICT's. Students develop typing and research skills using internet based programs. Students use communication tools such as email, forums and discussion lists to support their learning, as well as IMPACT lessons online to support numeracy and literacy. The school purchased iPads for supportive learning for all students. The Learning Place and Curriculum Exchange – EQ websites are a valuable resource used by staff and students to promote and support student learning.

Social Climate

Overview

Bowenville State School strives to provide a safe supportive environment for our students to learn in. The Responsible Behaviour Plan provides the basis for behaviour management at Bowenville State School. The plan outlines behaviour expectations and consequences so that they are easily understood by parents and students. There were no suspensions issued at Bowenville State School during 2017. Our school's social climate supports students interacting across all grades from Prep through to Year 6. Teaching staff, community and students work closely together to ensure individual needs are catered for. Students are extremely supportive of their peers' social and emotional needs and work together to maximise achievement for all. Students take the fore at Bowenville State School and organise lunch time sports practice for all students. Parents have often come into school to support student training, gardening and cooking. The P&C are active within the school, and run the tuckshop, and support the community through many events. The P&C have a strong history within the school, and actively encourage all parents and community members to get involved via supporting student activities or providing educational opportunities not easily afforded rural schools.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	83%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	100%
teachers at this school motivate their child to learn* (S2007)	83%	100%	100%
teachers at this school treat students fairly* (S2008)	83%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	83%	100%	100%
this school works with them to support their child's learning* (S2010)	83%	100%	100%
this school takes parents' opinions seriously* (S2011)	83%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Through the Reading program and volunteers program, parents are encouraged to be active in the school, and support the schools improvement agenda. The P&C work closely with the school and match the progress and focus with that of the school. The aims of the P&C and school are in synchronicity and this resulted in an open and productive environment that has a student and family/community focus. Parents have been actively involved in organising and supporting student access to sporting, theatrical and academic programs. The P&C support school camps and parents with specialist training or interests, have also run aspects of the camps.

The students, through the Stephanie Alexander Kitchen Garden program, run Mother's Day morning teas, and Mayoral morning teas, inviting Local and State Members as well as community stalwarts and business representatives. The students have strong links to their community and enjoy the opportunity to reciprocate the support given to them.

Respectful relationships programs

At Bowenville State School we identify and address the concepts of respect and safety through two core mechanisms. As a part of the students Physical Education program, lessons are conducted around respect for self and others and how students should work together to resolve situations that may arise.

Within the field of Positive Behaviour for Learning, lessons are conducted weekly with a key focus on Being safe, Being Respectful and Being a learner. Students are encouraged through a range of activities to look at how they should respect others within the school and community and how they should also respect themselves and what this actually means. The key concepts that lessons address are the students' rights and their responsibility within school and community.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school water is provided by rain and an onsite bore. The drive to replace existing bulbs with low energy bulbs is ongoing. The schools solar panels continue to support a more sustainable approach. The drive and education of students and staff to become more power conscious and change from computers to laptops has supported the schools efforts to reduce the environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	19,817	
2015-2016	13,714	
2016-2017	8,390	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

☒ Government

☒ Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$3733.00.

The major professional development initiatives are as follows:

- Reciprocal Reading
- Spelling
- Numeracy Strategies
- Positive Behaviour for Learning
- Kitchen Garden

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

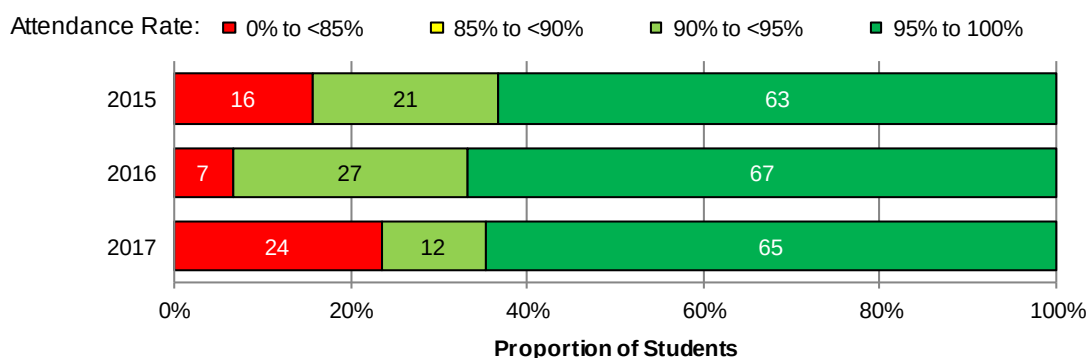
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	DW	90%	94%	97%	98%	96%						
2016	96%	97%	DW	DW	94%	97%	DW						
2017	DW	90%	99%	93%	DW	DW	98%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

School roles are marked manually and in accordance with policy expectation. It is expected that any non-attendance is explained by either a phone call or letter. Calls to parents/caregivers are made when students are away. The School in consultation with the P&C are putting in place a range of attendance strategies. These include Kitchen Garden and Sporting Schools during school hours.

NAPLAN

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

Sector:

☒ Government

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Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.