



Bowen State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

The Bowen State High School community is committed to furthering the fine reputation of our school. At Bowen High, our primary objective is to challenge and support all students, in the hope that they achieve the best they possibly can from secondary education. This is achieved by parents, teachers and students working together to develop a positive school climate and successful working relationship, an environment in which quality learning and teaching can flourish. The staff of this school has developed a range of excellent curriculum, sporting and cultural programs for our students. These programs have been instrumental in the results being achieved by our students. Paramount in the achievement of educational quality is a shared belief that such an ideal can be attained in a school climate that is supportive, caring, regulated, positive and tolerant. Discipline at Bowen State High School is firm but fair. We aim to foster and encourage the development of quality teacher/student relationships built on mutual respect. AD OMNIA PARATUS – The school motto has guided us over the years and has the common language translation from Latin as “Prepared for all things”.

## Principal’s Foreword

### Introduction



Welcome to the School Annual Report for Bowen State High School. The intention of this report is to provide parents, staff, students and the community with a comprehensive but concise picture of our School and the progress we have made towards achieving our goals for the past year. The report contains a clear account of school culture and activities, priorities and progress resulting from continuous improvement in teaching, and learning outcomes at Bowen State High School in 2016. This report is supplemented by a school profile and a summary of opportunities offered for students through curricular and extra-curricular offerings, a synopsis of a current and evolving teaching and learning strategies and practices, the school’s learning climate and the scope and depth of teacher expertise to deliver quality secondary education. Bowen State High School is committed to an explicit improvement agenda to ensure successful outcomes for all students. We are creating a school where every young learner develops a sense of belonging, is included and is inspired to shape their preferred future.

Our Strategic Plan (available on our website) outlines our key strategies for improvement in the areas of student achievement, student engagement, student transitions and community confidence.

Our main goal and visions, as per the Melbourne Declaration on Educational Goals for Young Australians, is to support all our students become successful learners, confident and creative individuals, active and informed citizens, and to promote equity and excellence in education. We will achieve our vision because we have a strong foundation of values that are touchstones for everything we do, we have an unrelenting focus on quality outcomes for students.

The report covers a wide range of key elements reflecting the status of educational services provided to our learning community in 2016.

AD OMNIA PARATUS – The school motto has guided us over the years and has the common language translation from Latin as “Prepared for all things”. This motto helps shape the school environment where the belief is that success and excellence should be sought after and practiced. The school has a proud tradition of academic and vocational excellence and evolving and advancing teaching and learning practices.

### School Progress towards its goals in 2016

The school’s progress towards its goals in 2016 was substantial and it was very exciting year for Bowen State School. It was particularly pleasing to see our students across years 7-10 to achieve new levels of excellence in academic, sporting, musical and cultural pursuits and to have our parent community indicate an ever improving level of confidence with the school with a 93% of our parents indicating that their child is getting a good education at Bowen State High school.

The achievement and overall success of the senior class of 2016 is highlighted by 100% Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Attainment (QCIA). 100% of our Indigenous students achieved a QCE/QCIA. 96% of our graduating year 12 students exited with either a QCE/QCIA, School Based Apprenticeship or Traineeship or Vocational Education and Training qualification. 78.8% of our students eligible for an OP achieved OP 1-15 with 100% of OP eligible applicants receiving an offer of entrance to tertiary education.

In our Junior Secondary school our students have continued to demonstrate relative gains across the strands in NAPLAN testing. 95.8% of our year 7 students achieved above national minimum standard (NMS) for Reading and 93.8% achieved above NMS for Grammar and Punctuation. Our year 7 students achieved statistically similar to the nation across the strands of Writing, Spelling and Numeracy. Our year 9 our students achieved statistically similar to the nation in Writing, Spelling, Grammar and Punctuation and Numeracy. More than 80% of our students in years 7-10 achieved A-C across English, Mathematics and Science in 2016.

At Bowen State High school, a strong emphasis is placed on academic achievement complimented by sporting, cultural and personal development. Bowen State High School's pedagogical model is based on 'Visible Learning Visible Teaching (Hattie)' framework. This pedagogical model is explicitly taught in every class to ensure consistency of practice both in the Junior and Senior Secondary phases of learning. In 2016 the school was successful in building on this solid foundation:

- Continued to develop productive partnerships with students, staff, parents and the community to support improved student learning opportunities, delivery quality learning and teaching and promote community confidence and pride in the school's ability to meet the needs of all students.
- Continued implementation of the Australian Curriculum.
- All staff reviewed and developed their Developing Performance plans.

## Future Outlook

There is an unrelenting determination within Bowen State High school to provide our students with planned quality and effective teaching and learning in every lesson, every day. Our key focus is the quality of the teaching and learning and professional learning through shared practice that occurs in our school. We know that the most important determinant of the quality of the teaching and learning that occurs is the knowledge and skill of our teachers and more importantly the opportunities to share this practice.

The strategic direction in 2017 is a continued focus on key areas identified in the 2016-2019 School Strategic Plan. The 2015 annual Implementation Plan (AIP) targeted the Key priorities of:

- Literacy and Numeracy
- Quality Teaching and Learning (+1 for Teachers and +1 for Students)
- Inclusive Practices (Personalised Teaching and Learning for Individual Students)

The school will implement the following strategies organised within focus areas of Successful Learners, Teaching Quality, Principal Leadership and Performance, School Performance Regional Support and Local Decision Making to achieve the key priorities.

- Deliver quality teaching and quality learning using high impact pedagogical practices.
- Continue to develop and implement inclusive schooling practices including developing staff and students knowledge and understanding with co-teaching inclusive learning and teaching practices across the school.
- Continue to implement the school pedagogical framework to maintain consistency of instruction and curriculum delivery.
- Develop assessment literate-teachers and assessment-literate learners.
- Build teachers' capacity through implementing teaching with a literacy focus.
- Build effective whole school approaches to improving student literacy learning through building data and learning walls to achieve learning clarity and visible learning.
- Develop teachers' knowledge and practice with providing actionable student feedback to improve student outcomes.
- Implement Tactical Reading and Writing strategies in to teacher's circle of pedagogical practice (occurring in 90% of lessons 90% of the time).
- Develop a whole school data plan and staff capacity to interrogate and apply data to support and personalise student learning curriculum planning and delivery.
- Continue to develop and implement collaborative planning practices across faculties.
- Develop and implement Attendance Action Plan and Flowchart.
- Implement whole school Learning and Wellbeing framework.
- Implement the ICP referral process utilised by all teaching and staff and reviewed by recent student data sets.
- Develop and implement Coding and Robotics program across year levels developing coding as the new literacy and a must have for every student. Building a coding culture and digital literacies throughout the school.
- Implement the Australian Curriculum as per ACARA guidelines and timelines.
- Implement and align C2C units and lesson plans to school's curriculum framework, resources and assessment.
- Implement co-teaching and inclusive classroom workshops for all teaching and support staff using the school's Co-Teaching Manual.
- Develop co-teaching planning, assessment, feedback and monitoring processes as focus strategies for inclusive practices and processes across the whole school.

- Continue to develop, review and align Quadrant of Learners and Action Plans to curriculum and assessment implementation.
- Continue to administer PROBE, NAPLAN diagnostic assessments and LOA to provide data tacking and evidence-based intervention and improvement strategies for students.
- Establish clear protocols in Data Plan to facilitate identification and differentiation at all learning junctures.
- Establish and embed school-wide procedures for curriculum planning and templates.
- Continue to embed an unrelenting focus on student achievement, high quality teaching practices and collaborative teaching practices and imbed rigorous and regular data interrogation, reflection and planning processes.

## Achievement – Closing the Gap

Our Community Education Counsellor (CEC), EATSIPS and advisory committee serves the Bowen High School in the area of Aboriginal and Islander (Indigenous) education.

A CEC's duties include:

- The provision of counseling and support services to Indigenous students with the school
- Participation in the development of activities (in and out of school) likely to enhance the involvement in education of Indigenous students and their families
- Utilise school based programs that focus on Indigenous students and their families
- The provision of advice and information to school administrators regarding the Indigenous community's social and cultural protocols in order to meet the needs of schools and their communities
- To ensure that relevant information concerning the Indigenous community's social and cultural issues is readily available to all members of the school community
- To assist and develop productive partnerships between members of the school community
- To establish and maintain links with "out of school" sources of information and support services to assist in the advancement of Indigenous secondary students
- The Community Education Counsellor at Bowen State High School monitors student absences and contacts parents/caregivers when necessary
- Closing the Gap

The Bibigoo Yumba room was established as a learning hub for Indigenous students and continues to provide students with academic, social and cultural support. To support the academic learning and assessment for our Indigenous students in classrooms two additional Indigenous teacher-aides were employed and continue in to 2017. The focus for the support is to assist with the student's learning, understanding of the curriculum and assessment requirements. Additional to the nationally recognised celebrations our Indigenous students are supported with cultural awareness training and a cultural camp each year.

Attendance of our Indigenous students 85% in 2016.

The retention gap year 10 – 12 has decreased from 24.5% in 2015 to 18.7% in 2016.

## Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	574	256	318	80	94%
<b>2015*</b>	657	293	364	99	92%
<b>2016</b>	608	281	327	97	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Bowen State High School is located in Bowen, a town of approximately 10,000 people situated in a rural area of North Queensland between Townsville and Mackay. The main industries are tourism, agriculture, grazing, fishing and coal exporting (through Abbot Point).

Most of our students live in the township of Bowen, with some travelling by bus from farms in the outlying areas and the hamlet of Brisk Bay to the south. The new suburb of Whitsunday Shores is also home to a growing number of students. The student body is primarily of European descent with an Australian cultural background. We have a large percentage of Indigenous students at approx. 16%. 5% of our students have a verified disability. Our student population of 610 is derived from the 3 partner primary schools. There are many professional people in Bowen and highly paid workers at our coal loading facility and surrounding mining regions of the Bowen Basin, however quite a number of families are in the lower social-economic sector of farm workers or are unemployed. There is a large number of one parent families in our school most of our students remain enrolled here for the full five years of secondary schooling.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	22	23
Year 11 – Year 12	17	18	20

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Year 8 studied regular (core) subjects and Art, Drama, Home Economics, Music, Manual Arts, Information Communication Technologies, Agriculture and Rock & Water program.

Year 9 (3) elective choices were Agriculture, Art, Business, Drama, Home Economics, Graphics, Music, Manual Arts (Wood or Metals) and Information Communication Technologies. They had a choice of HPE or Outdoor Education.

Year 10 (2) elective choices were Agriculture, Art, Business, Drama, Home Economics, Graphics, Music, Manual Arts (Wood or Metals) and Information Communication Technologies. They had a choice of HPE or Outdoor Education.

In the senior phase of learning (Years 11 & 12), we offer students a full range of academic and vocationally oriented courses. Year 11s had a choice of Authority Subjects:- Maths A, Maths B, Physics, English, Biology, Geography, Graphics, Accounting, Chemistry, Physical Education, Drama, Visual Art, Legal Studies; Authority Registered Subjects:- Pre-vocational Maths, English Communication, Creative Arts, Marine & Aquatic Practices, Building & Construction, Hospitality, Engineering, Physical Recreation, Information Communication Technologies. To cater for individual student needs, we also offer courses through the Brisbane School of Distance Education. In addition, subjects offered through Brisbane School of Distance Education were Maths C, IPT, Music, Ancient History and Legal Studies.

Year 12s were offered the same subjects as Year 11s as well as the Authority Subject of Senior Music. Many students in Years 11 & 12 undertook School Based Traineeships and/or TAFE subjects.

In Term 3 each year students in Years 8, 9 & 10 are provided with a Junior/Senior Curriculum and Subject Selection Sheet,

Parents and students are invited to a (subject) information evening to assist students to choose their subjects for the following years. Subject selections occur on One School. If students decide to change subjects (after having commenced their course of study) there is a process to be followed whereby they obtain a form to be signed by the parent/caregiver, are interviewed by the Guidance Officer and then have their form signed off by the previous Head of Department and the new Head of Department. The form is then handed to the relevant Deputy Principal who will approve/decline the request. These subject changes are generally limited to the end/beginning of each term.

### Co-curricular Activities

A full range of sporting activities is offered. The interschool sports include rugby league and union, soccer, cricket, softball, basketball, touch, AFL, athletics, cross country, swimming, tennis, hockey, netball, squash, all at both under 15 and open levels. We conduct annual swimming and athletics carnivals for all students. Students are able to qualify for Whitsunday (region), NQ (district) and Qld (state) representation and ultimately Australia. At school level students participate in lacrosse, ultimate disc, bocce, orienteering, European handball and archery. We also have a well-supported stage and concert band, instrumental music lessons, biennial school musicals, public speaking competitions, access to Grin and Tonic performances for all students, NAIDOC week activities.

Each year we commemorate ANZAC Day with a special ceremony just prior to 25 April. This ceremony is open to the public and involves our student leaders in the organisation and presentation. Students and staff then represent the school in the town parade. We also have an annual (academic) Awards Night as well as a Sports Awards dinner.

Students travel on subject related excursions, have the opportunity of participating in academic competitions such as Maths, Science and History. We also provide the "Mighty Minds" experience for all Year 12 OP eligible students, visiting artist in residence and visiting writer in residence. We also offer a university experience trip to JCU in Townsville to give students an insight into university life. The RACQ attend the school each year to outline the importance of road safety to all Year 11 and 12 students.

We conduct Year 8 team building days and Year 11 leadership days each year for all students in these year levels. Our Outdoor Education students are offered the opportunity to attend a camp to assist with their practical studies.

A wide range of work experience options is available for students with invaluable support from the local business community.

### How Information and Communication Technologies are used to Assist Learning

All teaching staff are provided with professional development in ways to make ICT integral to teaching and learning. There has been considerable focus on the capacity to develop online learning environments via the Learning Place which has seen all faculties across the school develop Ed Studios and the implementation of 'Flipped Classrooms' for students to access learning 24 hours a day 7 days a week.

All teachers are allocated a mobile device and this is supported by a full wireless internet infrastructure across the entire school. This translates into a fully connected school which enables network and internet connection everywhere. Teachers are also supported via engagement funding through the school which has seen the purchase of mobile learning devices, cameras, software and other digital learning tools.

Bowen State High School also heavily utilises online learning via our Independent Learning Centre. This centre is an online learning hub which provides students the opportunity to study both VET certificate courses and authority subjects via the internet. This opens up a whole new scope of subject choices and pathways for our students.

With the ending of the federally-funded National Secondary Schools Computer Fund (NSSCF) **Laptop in Schools** program and school electronic devices being returned at the end of 2015, it is imperative that Bowen State High school supports students learning through the use and application of technology. The school does not receive further funding to provide 1:1 laptop use with Years 7-12. In line with this information, as a school, we have decided to ensure that students have access to technology to support their learning through five (5) dedicated computer laboratories, which were fully installed at the start of school 2016. The

computer labs along with a limited number of existing school iPads are available to support all of our students with the technological requirements of their subjects. In 2017 the school will investigate the option of BYOD for 2018. Students will continue to be supported by the use and application of computer labs in 2017.

## Social Climate

### Overview

Students are assisted at both academic and social levels within the school structure. Student Support Services are provided through each year level via a Care Group Coordinator who is allocated time to supporting students where needed. Care Group Coordinators are also supported by a Head of Department and Deputy Principal.

Further student support is provided via a School Chaplain, Guidance Officer, Youth Worker, School Based Nurse, Behaviour Support Teacher, Community Education Indigenous Counsellor and School Based Police Officer. The entire support team work collaboratively on group projects and events around the school as well as run individual programs around a multitude of relevant topics in terms of student support. Bowen State High School also incorporates social and emotional learning into its curriculum in particular in Year 10. These focus on improving career development, building resilience and self-efficacy, making positive life choices, developing social skills and providing assistance with specific educational goals.

At Bowen State High School we have a responsible behaviour plan which lists students' responsibilities and rights, consequences for unacceptable behaviour, illegal substance use/involvement, electronic equipment, privacy policy, bullying pathway of action, and dress code, included in each enrolment package, as well as an anti-bullying and harassment policy brochure. This brochure outlines our school approach to promoting a positive environment where bullying behaviours are not accepted by the school community. Our policy aims to enlist the help of all students, parents, caregivers and staff to eliminate bullying in all its forms.

At Bowen State high School our dress code is extremely important. For students who arrive at school dressed in the incorrect uniform, we provide emergency uniforms. Sometimes this is by choice but at other times it is because of the parent/carer's financial situation. We offer to purchase uniforms up front for families just moved and this goes on SRS for payment plan.

On the days of the QCS and NAPLAN tests the school provides a special breakfast to the participating students so that they can achieve the best results possible.

Our 'gold card' program recognises students' consistent outstanding behaviour, very high standards of effort in class and positive school morale, by constantly adhering to school policies and procedures. Many of Bowen businesses have lent their support to the program whereby the cardholder is entitled to discounts and special offers within the participating businesses. Card holders are also rewarded at various school events.

We also have a rewards system for Year 8 & 9 students who have shown an improvement during the week – whether it is academic, uniform, sporting or behavioural.

We offer an after school "HUB" program on Mondays and Wednesdays from 3pm till 4pm for any students who require support with assignments, homework, etc. Maths tutoring is also offered on a Tuesday afternoon.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree* that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	82%	91%
this is a good school (S2035)	89%	80%	82%
their child likes being at this school* (S2001)	97%	87%	88%
their child feels safe at this school* (S2002)	95%	84%	88%
their child's learning needs are being met at this school* (S2003)	89%	71%	88%
their child is making good progress at this school* (S2004)	89%	76%	100%
teachers at this school expect their child to do his or her best* (S2005)	89%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	80%	88%
teachers at this school motivate their child to learn* (S2007)	84%	75%	91%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	83%	80%	82%
they can talk to their child's teachers about their concerns* (S2009)	95%	80%	94%
this school works with them to support their child's learning* (S2010)	92%	75%	88%
this school takes parents' opinions seriously* (S2011)	89%	70%	91%
student behaviour is well managed at this school* (S2012)	81%	60%	68%
this school looks for ways to improve* (S2013)	89%	90%	97%
this school is well maintained* (S2014)	97%	91%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	93%
they like being at their school* (S2036)	87%	92%	88%
they feel safe at their school* (S2037)	91%	89%	96%
their teachers motivate them to learn* (S2038)	86%	90%	91%
their teachers expect them to do their best* (S2039)	97%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	87%	94%
teachers treat students fairly at their school* (S2041)	84%	78%	87%
they can talk to their teachers about their concerns* (S2042)	75%	81%	86%
their school takes students' opinions seriously* (S2043)	72%	79%	84%
student behaviour is well managed at their school* (S2044)	73%	70%	80%
their school looks for ways to improve* (S2045)	94%	93%	95%
their school is well maintained* (S2046)	85%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	85%	89%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	94%	100%
they feel that their school is a safe place in which to work (S2070)	93%	96%	98%
they receive useful feedback about their work at their school (S2071)	86%	90%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	84%	93%
students are encouraged to do their best at their school (S2072)	94%	98%	94%
students are treated fairly at their school (S2073)	83%	91%	95%
student behaviour is well managed at their school (S2074)	65%	83%	91%
staff are well supported at their school (S2075)	67%	79%	89%
their school takes staff opinions seriously (S2076)	65%	80%	84%
their school looks for ways to improve (S2077)	93%	96%	96%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	88%	92%	94%
their school gives them opportunities to do interesting things (S2079)	79%	85%	94%

\* 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

Our brochure "Parents as Partners in Education" is included in every student enrolment package and new teacher package. This brochure outlines what the school staff will do for parents/caregivers, what we encourage them to do and welcoming their participation in their student's education.

Also included in enrolment packages are a welcome to the school from the P&C Association and an application for membership.

We invite parents/carers of our Year 7 students to a "Meet & Greet" function early each year. Parent/teacher meetings and Student-Led Conferences are held at the beginning of Terms 2 and 3 after the issue of student reports. At the annual Year 7 into 8, Year 8 into 9 and Year 10 into 11 nights, parents/carers have the opportunity to obtain invaluable information and discuss their concerns or queries.

In 2015 and continued in 2016, student led conferences were held where parents are invited to join a conference where students talk about their learning goals and their strategies to achieve these.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school is dedicated to educating and informing our students regarding developing and maintaining healthy and respectful relationships and not tolerating violence. The school implements the wellbeing framework 'Habits of Mind' and organises workshops for all students throughout the year working together to develop our student's tool kit against bullying and violence. As a school community we also establish local community alliances working together to prevent bullying and violence in our school and beyond the school gate.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	175	212	125
Long Suspensions – 6 to 20 days	10	9	8
Exclusions	3	3	4
Cancellations of Enrolment	5	6	6

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

- Restricted use of air-conditioning in the cooler months.
- Encouraging to switch off lights, fans and air conditioners at the end of the day.
- Installing energy efficient light bulbs.
- Low voltage laptops.
- Installation of new rainwater tanks with the new toilet block.
- Working towards a paperless school including an interactive digital newsletter.
- Upgrading gardens around the school to include more trees and shrubs.
- Installing automated sprinkler systems.
- Erecting of new shade structures.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	332,210	100,366
2014-2015	352,346	24,090
2015-2016	440,874	34,608

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

GO

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Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	57	36	7
Full-time Equivalents	55	30	6

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	53
Diploma	3
Certificate	0

\*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 2016 were \$68 551.61

The major professional development initiatives are as follows:

- Building Teacher Capacity – Visible Teaching Visible Learning, Quality Teaching Quality Learning, Reading (Back on the Right Tack and Right on Track, Classroom Profiling, Teaching Tactical Reading, Quality Teaching and Learning, QSIL 2 – Inclusivity and Co-Teaching, Junior Secondary Pedagogy and Student Engagement.
- Continuous Professional Learning – Regional, State and System (QCAA - SATE, VET, ACARA, QCE) Conference and Workshops
- Essential Workplace Training – Code of Conduct, Student Protection, Workplace Health and Safety, Curriculum Risk-Assessment practices and procedures and accreditation and certification to deliver vocational education courses.
- Curriculum Development – Conferences, In-Services, Workshops and Forums
- Student Outcomes –In-service, Workshops, Teacher Release (QCE, JCE)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

- Increase engagement in the Curriculum and Co-Curriculum Learning Programs by increasing the attendance rates for all students to 85%.
- Build teacher capacity to explicitly teach reading through focused instructional coaching and professional development to achieve 85% 'C and above' results for English in all years 7-9.
- Increase to 85% of students in Years 7-10 achieving a 'C' standard or above in English, Maths and Science.
- Increase to 85% Indigenous students achieving a 'C' standard or above in English, Maths and Science.
- 100% of students show a relative gain at least equivalent to their year on year progression from Year 5-7 and Year 7-9 in NAPLAN.
- 100% of Year 9 students attaining a Junior Certificate of Education (JCE) or Junior Certificate of Individual Attainment (JCIA) in 2017.
- Improve OP 1 to 15 or IBD from 78% in 2016 to 80% in 2017.
- 100% of Year 12 students attaining a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCIA).
- 100% of teaching staff engaged in evidence based high yield strategies for the teaching of reading and writing.
- 100% of teaching staff engaged in the delivery of research based pedagogy (VTVL) to contribute to improving learning outcomes across the school.

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	85%

\*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 2016 for all Queensland Secondary schools was 90%.

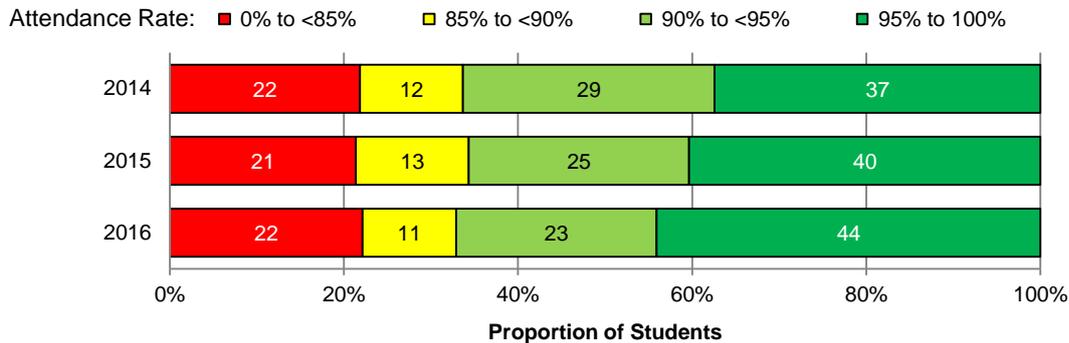
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	89%	88%	89%	92%
2015								92%	92%	91%	87%	88%	90%
2016								93%	89%	89%	90%	88%	91%

\*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 DET 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.

Non-attendance is managed in state schools in line with the DET 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.

Monitoring student attendance through ID Attend and utilising Year Level Care Coordinators, Head of Department – Year Level, Youth Worker, Community Education Indigenous Counsellor, School Based Police Officer and school Guidance Officer to follow up on absences. Targeted Attendance Team meets weekly and sets targets for whole school. Rolls are marked via ID Attend by Form Teachers in Form Class/Assembly each morning and throughout the day in each class by class teachers. Student attendance is marked electronically by teachers at the beginning of each lesson. This allows school administration to monitor student attendance closely on a lesson by lesson basis. Parents/Carers will receive a SMS message if their child has been marked absent from school for the day without a reason. This allows parents/carers to be informed as soon as possible in case a discrepancy has occurred in the child's attendance which requires follow-up at home. For any ongoing absences, parents/carers will receive contact form the school administration to ascertain the nature and duration of any possible extended absence with a view of the student returning to the school as soon as possible. Satisfactory explanations for student absence are noted by the Attendance Officer and the absence is noted as 'authorised'. Where an explanation is not provided, the absence remains recorded as 'unauthorised'. Absences are recorded on report cards each term. Bowen State High school supports the 'Everyday Counts' initiative, and understands that students who go to school every day and attend all day do better at school. Compulsory schooling letters (and copies of the relevant sections of the Education Act) are forwarded to parents whose students exhibit high rates of absenteeism.

## 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

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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 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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	87	85	97
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	5
Number of students receiving an Overall Position (OP)	28	25	33
Percentage of Indigenous students receiving an Overall Position (OP)	0%	38%	9%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	9	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	61	56	74
Number of students awarded an Australian Qualification Framework Certificate II or above.	55	54	74
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86	80	92
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	82%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	100%	80%	79%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	95%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	14	8	0	0
2015	2	9	9	5	0
2016	3	9	14	7	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	10	40	22
2015	2	43	18
2016	0	61	31

As at 3rd February 2017. The above values exclude VISA students.

Bowen State High, like many small rural schools have and continue to be challenged with providing our students whom choose varied pathways to education and training. The challenge to provide rich and sustainable pathways that will lead to retention and attainment. At Bowen State High, the establishment of a Trade Training and Independent Learning Centre, managed by a TT/ILC Coordinator and Senior School Deputy Principal. The development of the Independent Learning Centre provides a space for students to engage in flexible learning pathways. Students are provided access to a Trade Training and Independent Learning Centre Co-ordinator, a well established work experience and tour program, a school-based Careers Expo and strong partnerships with Registered Training Providers (R.T.Os) to deliver Certificate II and above qualifications. The Co-ordinator liaises with local, regional and state businesses and a range of departmental stakeholders to secure work experiences and school-based traineeship/apprenticeships for senior students. The Trade Training and Independent Learning Centre provides students access to subjects via Distance Education and flexible learning for SATS and TAFE learners. Ten (10) Distance Education subjects are studied through the centre as well as over 15 Certificate II and III courses.

Bowen State High school is proud of our work experience and specialised programs. We strive to give all senior students the necessary skills to transition from high school to their chosen career option. We have introduced a 4 step Heading in the Right Direction Work Experience Program leaflet which is supplied to all students and parents on launch day. The steps that students under-take as part of work experience provides the students with skills such as communication with employers and in the workplace and organisational skills as well as the work readiness provided on the job.

Bowen State High school has three specialised programs 1) Aurizon Indigenous Program, 2) Ladies as Tradies and Railway to Rewards and 3) Greener Futures. The Career Pathway Tours are designed so students can investigate career pathways in readiness of making critical and informed decisions around senior schooling subject choices. Tours to Abbot Point Terminal 1, Aurizon and Wilmar are specifically designed for Year 12 students whom are applying for apprenticeship intakes to gain valuable information and tips on application, selection and interview processes. Every Thursday morning before school a group of students also attend Career Workshop where Aptitude Tests, Mock Interview and Resumes are completed. In 2015 16 Tours were included in the program

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%	85%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	108%	64%	61%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.bowenshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The main reason for early departures in years 10, 11 and 12 at Bowen State High School is to undertake full time employment and/or training. With a strong trade industry in the region including large mining, hospitality and transport industry there is a demand for apprenticeships and traineeships which is filled by our students. Students may also leave and enrol in TAFE.

Students and their parents are required to complete a student departure form indicating their pathway from school. For students under the required age an exemption must be authorised by the Principal.

Bowen State High School is committed to working with students and their parents/caregivers through SET planning to develop plans for education, training or work. Students work with the Guidance Officer, Head of Departments and Deputy Principal's to discuss career pathways and post-schooling education.

The student support services team work with students to find employment and education based on each students interests and abilities.

## Conclusion

All staff at Bowen State High school are dedicated to providing personalised teaching and learning to all students to ensure that our inclusive schooling practices are actioned and have a direct impact on student effort, engagement and attendance leading to improved student outcomes. We will as a school staff continue to develop productive partnerships with students, staff, parents and the community to support student learning opportunities and promote community confidence and pride in the school's ability to meet the needs of all students.

