



Bowen State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

| | |
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| Postal address | 1-9 Argyle Park Road Bowen 4805 |
| Phone | (07) 4786 9888 |
| Fax | (07) 4786 9800 |
| Email | principal@bowenshs.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Contact person | Pamela Prichard - Principal  |

From the Principal

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.

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 collaborative targets 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 2018. 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 2016-2019 (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 2018.

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 2018

The school's progress towards its goals in 2018 was substantial and it was very exciting year for Bowen State High 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 100% 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 2018 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. 95.9% of our graduating year 12 students exited with either a QCE/QCIA, School Based Apprenticeship or Traineeship or Vocational Education and Training qualification. 71.0% 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. 89.7% of our year 7 students achieved above national minimum standard (NMS) for Reading and 89.6% achieved above NMS for Spelling. Our year 7 students achieved statistically similar to the nation across the strand of Spelling. 95.4% of our year 9 our students achieved at or above national minimum standard (NMS) for Reading. 98.9% of our year 9 our students achieved at or above national minimum standard (NMS) for Numeracy. 93.5% of our year 9 students achieved at or above the national minimum standard for Spelling. 92.4% of our year 9 students achieved at or above national minimum standard for Grammar and Punctuation. More than 80% of our students in years 7-10 achieved A-C across English, Mathematics and Science in 2018.

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 2018 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 2018 is a continued focus on key areas identified in the 2016-2019 School Strategic Plan. The 2018 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 and Differentiated Teaching and Learning for Individual Students)

Targets for 2019 include:

- Increase achievement with the Australian Curriculum by increasing the attendance rates for all students to 95%.
- Build teacher capacity to explicitly teach the subject-specific literacies (reading and writing demands) of the Australian curriculum to achieve 85% 'C and above' results for English, Maths and Science in all years 7-9.
- 100% positive gain for students 7-9 NAPLAN (writing) 2019.
- Increase of 15% for expected gain (3/4 band) for students 7-9 NAPLAN (writing) 2019.
- Increase of 5% for U2B for students 7-9 NAPLAN (writing) 2019.
- Decrease of 5% for below NMS for students 7-9 NAPLAN (writing) 2019.
- Increase of 13 points or more for individual scale scores and mean scale score for students 7-9 NAPLAN (writing) 2019.
- Increase to 85% Indigenous students achieving a 'C' standard or above in English, Maths and Science.
- 80% 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.
- 90% of Year 9 students attaining a Junior Certificate of Education (JCE) or Junior Certificate of Individual Attainment (JCIA) in 2018.
- Improve OP 1 to 15 or IBD from 80% in 2018 to 85% in 2019.

- 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 impact 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.

Our 2019 Initiatives include:

- Embed the Bowen State High school's pedagogical framework (*Hattie, VTVL*) as the shared language of teaching and learning through professional learning at staff meetings and the implementation of strategies in the classroom as evidenced through learning walks and formal observations. The 2019 focus will be visible literacy learning across the curriculum.
- Improving pedagogical focus on Reading, Writing and Numeracy through the targeted implementation of *The Writing Revolution* and *How to Teach Writing strategies, Tactical Teaching of Reading, Tactical Teaching of Writing* and *Quick Smart Numeracy* through targeted professional development for teachers and tutors.
- Support personalised learning for students in every classroom through the provision of high quality curriculum planning and instruction.
- Developing teacher capacity to embed reading, writing and numeracy strategies as part of the learning process in every classroom.
- Developing and building the collection, analysis and engagement with student reading and writing data.
- Build teacher and support staff capability in the classroom in the purposeful use of data underpinned by the teaching of literacy across the curriculum. (*The Writing Revolution, P-10 Literacy Continuum, DET, Making Literacy Learning Visible*)
- Providing focused and intensive case management through the Junior Secondary Academic Review for students requiring additional support to demonstrate improved achievement in English, Mathematics and Science.
- Building whole school co-teaching practices: co-planning, co-teaching, co-reflecting and co-assessing.
- Continue to prepare students and staff for the year 12 students (2019) to successfully exit under the QCE/OP system whilst also preparing for successive cohorts to exit under the new QCE (ATAR) processes.
- Increasing engagement and attainment through the provision of additional support services including academic mentoring for Indigenous students in Years 7-12.
- Providing focused and intensive teaching for students requiring additional support and intervention to demonstrate achievement against the year-level achievement standards.
- Implement individualised and targeted instruction and assessment for leading learners identified as top performing students.
- Optimise wellbeing for students and staff by implementing a whole-school approach that covers practices in 4 domains – learning environment, curriculum and pedagogy, policies, procedures and partnerships. (*Learning and Wellbeing Framework, DET*)
- Implement a range of social and emotional wellbeing support programs to support students and staff.
- Engaging parents in education and support around student literacy and numeracy development.

In 2018 the school implemented 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.

- Delivered quality teaching and quality learning using high impact pedagogical practices.

- Continued 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.
- Continued to implement the school pedagogical framework to maintain consistency of instruction and curriculum delivery.
- Developed assessment literate-teachers and assessment-literate learners.
- Built teachers' capacity through implementing teaching with a literacy focus.
- Built effective whole school approaches to improving student literacy learning through building data and learning walls to achieve learning clarity and visible learning.
- Developed teachers' knowledge and practice with providing actionable student feedback to improve student outcomes.
- Implemented Tactical Reading and Writing strategies in to teacher's circle of pedagogical practice (occurring in 90% of lessons 90% of the time).
- Developed a whole school data plan and staff capacity to interrogate and apply data to support and personalise student learning curriculum planning and delivery.
- Continued to develop and implement collaborative planning practices across faculties.
- Developed and implement Attendance Action Plan and Flowchart.
- Implemented whole school Learning and Wellbeing framework.
- Implemented the ICP referral process utilised by all teaching and staff and reviewed by recent student data sets.
- Developed and implemented 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.
- Implemented the Australian Curriculum as per ACARA guidelines and timelines.
- Implemented and aligned C2C units and lesson plans to school's curriculum framework, resources and assessment.
- Implemented co-teaching and inclusive classroom workshops for all teaching and support staff using the school's Co-Teaching Manual.
- Developed co-teaching planning, assessment, feedback and monitoring processes as focus strategies for inclusive practices and processes across the whole school.
- Continued to develop, review and align Quadrant of Learners and Action Plans to curriculum and assessment implementation.
- Continued to develop staff's knowledge and practice with the use of the Literacy Continuum to track student's literacy skills.
- Continued to develop staff's knowledge and practice with the use of the Literacy Continuum to align to units of study and student assessment.
- Continued to administer PROBE, NAPLAN diagnostic assessments and LOA to provide data tacking and evidence-based intervention and improvement strategies for students.
- Established clear protocols in Data Plan to facilitate identification and differentiation at all learning junctures.
- Established and embedded school-wide procedures for curriculum planning and templates.

- Continued 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.

Our school at a glance

School profile

| | |
|------------------------------------|------------------|
| Coeducational or single sex | Co-educational |
| Independent public school | No |
| Year levels offered in 2018 | Year 7 - Year 12 |
| Student enrolments | 622 |

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 608 | 603 | 622 |
| Girls | 281 | 287 | 291 |
| Boys | 327 | 316 | 331 |
| Indigenous | 97 | 114 | 122 |
| Enrolment continuity (Feb. – Nov.) | 90% | 91% | 88% |

Notes:

- Student counts are based on the Census (August) enrolment collection.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 19.6%. 5% of our students have a verified disability. Our student population of 622 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

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | | | |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | 23 | 23 | 24 |
| Year 11 – Year 12 | 20 | 18 | 18 |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Year 8 studied regular (core) subjects and Art, Drama, Home Economics, Industrial Technology and Design, Information Communication Technologies, Agriculture and Rock & Water program.

Year 9 (3) elective choices were Agriculture, Art, Business, Drama, Home Economics, Graphics, Industrial Technology and Design (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, Industrial Technology and Design (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 12 students 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 six (6) dedicated computer laboratories, which were fully installed at the start of school 2017. 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. Students will continue to be supported by the use and application of computer labs in 2018.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | 91% | 100% | 88% |
| • this is a good school (S2035) | 82% | 100% | 83% |
| • their child likes being at this school* (S2001) | 88% | 88% | 76% |
| • their child feels safe at this school* (S2002) | 88% | 83% | 88% |
| • their child's learning needs are being met at this school* (S2003) | 88% | 96% | 80% |
| • their child is making good progress at this school* (S2004) | 100% | 100% | 92% |
| • teachers at this school expect their child to do his or her best* (S2005) | 97% | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 96% | 84% |
| • teachers at this school motivate their child to learn* (S2007) | 91% | 100% | 88% |
| • teachers at this school treat students fairly* (S2008) | 82% | 91% | 80% |
| • they can talk to their child's teachers about their concerns* (S2009) | 94% | 100% | 96% |
| • this school works with them to support their child's learning* (S2010) | 88% | 95% | 83% |
| • this school takes parents' opinions seriously* (S2011) | 91% | 89% | 80% |
| • student behaviour is well managed at this school* (S2012) | 68% | 79% | 67% |
| • this school looks for ways to improve* (S2013) | 97% | 91% | 82% |
| • this school is well maintained* (S2014) | 100% | 96% | 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 93% | 96% | 93% |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they like being at their school* (S2036) | 88% | 82% | 83% |
| • they feel safe at their school* (S2037) | 96% | 86% | 91% |
| • their teachers motivate them to learn* (S2038) | 91% | 89% | 93% |
| • their teachers expect them to do their best* (S2039) | 97% | 97% | 99% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 94% | 90% | 93% |
| • teachers treat students fairly at their school* (S2041) | 87% | 75% | 78% |
| • they can talk to their teachers about their concerns* (S2042) | 86% | 74% | 81% |
| • their school takes students' opinions seriously* (S2043) | 84% | 79% | 83% |
| • student behaviour is well managed at their school* (S2044) | 80% | 67% | 70% |
| • their school looks for ways to improve* (S2045) | 95% | 88% | 91% |
| • their school is well maintained* (S2046) | 94% | 90% | 90% |
| • their school gives them opportunities to do interesting things* (S2047) | 92% | 90% | 83% |

* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 100% | 96% | 92% |
| • they feel that their school is a safe place in which to work (S2070) | 98% | 94% | 95% |
| • they receive useful feedback about their work at their school (S2071) | 84% | 85% | 77% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 93% | 87% | 84% |
| • students are encouraged to do their best at their school (S2072) | 94% | 96% | 94% |
| • students are treated fairly at their school (S2073) | 95% | 91% | 89% |
| • student behaviour is well managed at their school (S2074) | 91% | 84% | 89% |
| • staff are well supported at their school (S2075) | 89% | 87% | 74% |
| • their school takes staff opinions seriously (S2076) | 84% | 83% | 71% |
| • their school looks for ways to improve (S2077) | 96% | 96% | 91% |
| • their school is well maintained (S2078) | 94% | 94% | 97% |
| • their school gives them opportunities to do interesting things (S2079) | 94% | 85% | 88% |

* 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 2017 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 Education 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 125 | 172 | 134 |
| Long suspensions – 11 to 20 days | 8 | 15 | 2 |
| Exclusions | 4 | 2 | 6 |
| Cancellations of enrolment | 6 | 7 | 5 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 440,874 | 637,566 | 302,014 |
| Water (kL) | 34,608 | | 19,012 |

Note:

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

*OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

| | | |
|---------------------------------|----------------|-------|
| Find a school | Search website | |
| Search by school name or suburb | | |
| Go | | |
| School sector | School type | State |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

| |
|---------------------|
| View School Profile |
|---------------------|

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| | | | | | | |
|----------------|--------|------------|----------|----------------|------------------|-------------|
| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |
|----------------|--------|------------|----------|----------------|------------------|-------------|

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 56 | 37 | 7 |
| Full-time equivalents | 54 | 28 | <5 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | 0 |
| Masters | 2 |
| Graduate Diploma etc.* | 1 |
| Bachelor degree | 52 |
| Diploma | 1 |
| Certificate | 0 |

*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 2018 were \$111 582.63

The major professional development initiatives are as follows:

- How To Teach Writing –Online Professional Learning Program
- Building Teacher Capacity – Visible Teaching Visible Learning, Quality Teaching Quality Learning, Classroom Profiling, Teaching Tactical Reading, Tactical Teaching of Writing, Making Literacy Learning Visible, Visible Learning for Literacy, Autism Training, Co-Teaching Training.
- Visible Learning for Literacy – Professional Text Reading – Making Literacy Learning Visible
- The Writing Revolution – Professional Text Reading
- Continuous Professional Learning – Regional, State and System (QCAA - SATE, VET, ACARA, QCE) New QCE System, SATE Conference and Workshops
- Classroom Profile Training – Essential Skills Classroom Management
- 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.
- Australian Curriculum Development – Conferences, In-Services, Workshops and Forums
- New QCE and Senior System – QCAA – SATE PLCs, Workshops and Forums
- Student Outcomes –In-service, Workshops, Teacher Release (QCE, JCE)

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 90% | 90% | 89% |
| Attendance rate for Indigenous** students at this school | 85% | 85% | 86% |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | | | |
| Year 1 | | | |
| Year 2 | | | |
| Year 3 | | | |
| Year 4 | | | |
| Year 5 | | | |
| Year 6 | | | |

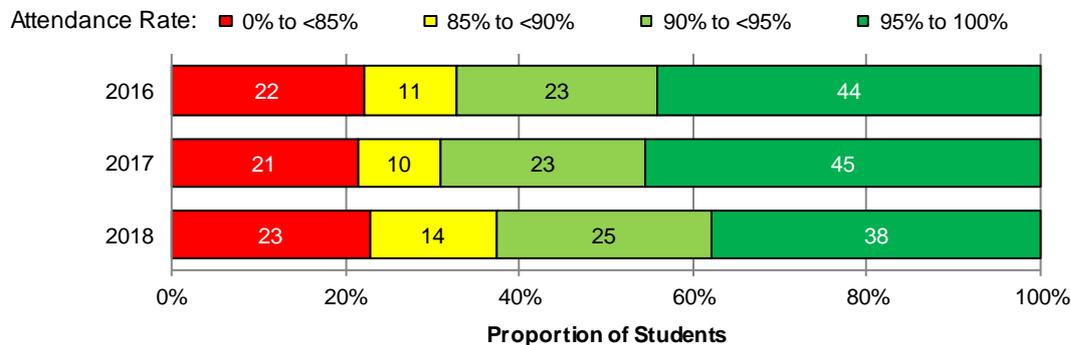
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | 93% | 92% | 91% |
| Year 8 | 89% | 93% | 90% |
| Year 9 | 89% | 88% | 89% |
| Year 10 | 90% | 89% | 85% |
| Year 11 | 88% | 90% | 90% |
| Year 12 | 91% | 90% | 89% |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

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 from 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.

Key Student Outcomes:

- Increase achievement with the Australian Curriculum by increasing the attendance rates for all students to 95%.
- Build teacher capacity to explicitly teach the subject-specific literacies (reading and writing demands) of the Australian curriculum to achieve 85% 'C and above' results for English, Maths and Science in all years 7-9.
- Increase to 85% Indigenous students achieving a 'C' standard or above in English, Maths and Science.
- 80% 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.

- 85% of Year 9 students attaining a Junior Certificate of Education (JCE) or Junior Certificate of Individual Attainment (JCIA) in 2018.
- Improve OP 1 to 15 or IBD from 80% in 2017 to 85% in 2018.
- 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 impact 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

| Description | 2016 | 2017 | 2018 |
|---|------|------|------|
| Number of students who received a Senior Statement | 97 | 83 | 95 |
| Number of students awarded a QCIA | 5 | 5 | 6 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 92 | 78 | 89 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 82% | 92% | 88% |
| Number of students who received an OP | 33 | 32 | 31 |
| Percentage of Indigenous students who received an OP | 9% | 0% | 24% |
| Number of students awarded one or more VET qualifications (including SAT) | 74 | 56 | 74 |
| Number of students awarded a VET Certificate II or above | 74 | 54 | 71 |
| Number of students who were completing/continuing a SAT | 11 | 8 | 12 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 79% | 91% | 71% |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 96% | 95% | 95% |
| Percentage of QTAC applicants who received a tertiary offer. | 97% | 94% | 93% |

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 |
|---------|------|------|------|
| 1-5 | 3 | 8 | 4 |
| 6-10 | 9 | 14 | 5 |
| 11-15 | 14 | 7 | 13 |
| 16-20 | 7 | 3 | 9 |
| 21-25 | 0 | 0 | 0 |

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

| VET qualification | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|
| Certificate I | 0 | 5 | 3 |
| Certificate II | 61 | 40 | 57 |
| Certificate III or above | 31 | 19 | 24 |

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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) QMEA Queensland Minerals and Energy Academy, 2) Aurizon Indigenous Program, 4) Ladies as Tradies and Railway to Rewards and 5) 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 2018 14 tours were included in the program.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

| Description | 2016 | 2017 | 2018 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort | 77% | 66% | 81% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 61% | 48% | 94% |

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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