



Boyne Island State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 3266 Tannum Sands 4680
Phone:	(07) 4979 9333
Fax:	(07) 4979 9300
Email:	principal@boynissclass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Michael Hurst - Principal

School Overview

Boyne Island State School offers a friendly and enthusiastic, challenging and supportive environment. All students are encouraged to develop a love of learning and strive for their personal best as active and responsible citizens.

Boyne Island State School is a smaller school with big ideas offering a warm, nurturing environment, where children and teachers alike are challenged by an exciting and progressive curriculum. Established in 1953, and with a present enrolment of 360, it has the motto 'A Healthy Mind in a Healthy Body'.

Excellence in teaching and learning is a key focus of our skilled and motivated workforce. Mastery of literacy and numeracy is highly valued. The home reading program links with on-line learning options available at school and home. Mathematical understanding is promoted. Consistent, high, academic performance with extended learning opportunities is provided. Integration of learning technology into all aspects of the curriculum occurs.

The school program has a holistic program through many academic, sporting and cultural pursuits. The Instrumental Music program is award winning whilst sporting participation and success is valued. It offers many extra curriculum activities and a strong environmental education focus.

The school activity teaches social skills through the keys of the 'You Can Do It' Program to enhance personal development and resilience.

VISION	VALUE	KEYS
<i>Striving</i>	<i>Responsibility for learning</i>	<ul style="list-style-type: none"> • Resilient - Identify solutions to problem • Persistent - Give effort/ Work tough • Organised – Set goals, Plan to achieve them • Getting along - Talk friendly /Act friendly • Confident - Be independent
<i>Thinking</i>	<i>Respecting the feelings of others</i>	<ul style="list-style-type: none"> • Resilient - Bounce back, Think positively • Persistent - Be positive • Organised – Use your time well • Getting along - Think first / Be tolerant • Confident - Accept yourself
<i>Creating</i>	<i>Safe school environment (a healthy mind in a healthy body)</i>	<ul style="list-style-type: none"> • Resilient - Avoid the blame game • Persistent • Organised • Getting along - Play by the rules • Confident

Principal's Foreward

This Annual Report is designed to outline Boyne Island State School's priorities, successes, performance and achievements and provide an accurate understanding regarding all aspects of the school. This document is updated on an annual basis and is used to directly inform the school's four year School Strategic Plan and annual strategic planning through its Annual Improvement Plan. If you are unable to access the internet, please contact the school for a paper copy of our school's Annual Report.

Notable Achievements in 2016

- Eisteddfod award winners for Speech & Drama, Instrumental Performance & Vocal
- Concert band winning Regional Fanfare competition – Gold standard
- Optiminds - State Finalist (18 years continuous entrant)
- Lego Robotics competed in Rockhampton and Maryborough
- Smilie Pushcart attended the Maryborough Technology Challenge
- 9.3% of Port Curtis Sports Representatives for a school representing 4% of population
- Wakakirri competed for second year at Sunshine Coast
- School Learning and Teaching Audit – Excellent report
- All Naplan indicators at or above Nation WITH a good participation rate of students also above National average.

Introduction

School Progress towards its goals in 2016

Priorities as identified in the School Annual Implementation Plan 2016

- Successful learners
 - Fifty percent (50%) of students were above Year level expectations for their reading age
 - Students in Year 3&5 were at or above the Nation in 30 out of 30 indicators for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in National Testing (NAPLAN)
 -
- Great People
 - Focussed lessons being clear and explicit about what was to be learned and assessed
 - Outstanding indicators achieved on the school-wide Teaching and Learning Audit
- High Standards
 - Integrated Studies with an inquiry focus was implemented
 - Numerical understanding developed with pre and post data analysis indicating improvement
 -
- Engaged Partners
 - School Council operating under Independent Public School (IPS) governance structure
 - Responsible Behaviour Plan implemented with high rates of student satisfaction continued

Future Outlook

The emerging priorities identified in the 2017 Annual Implementation Plan

- Linking literacy and numeracy routines to Australian curriculum
- Developing the feedback culture
- Social skills – Emotional regulation concepts

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	359	171	188	24	91%
2015*	342	166	176	26	91%
2016	338	155	183	31	88%

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

*From 2015, data for all state high schools include Year 7 students.

Characteristics of the Student Body

Overview

The student body is not a very diverse group of students. Most families work for the industries in the Gladstone area. Indigenous enrolments increased in 2016.

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	23	22	21
Year 4 – Year 7	22	23	25
Year 8 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Undertake Daily 5 Literacy and numeracy work in reading, writing (CAFÉ), spelling (Words Their Way) and numeracy
- Implement English, Maths, Science, Music, PE from EQ resources
- Integrated Studies focussed on 21st Century skills and general capabilities incorporating History, Geography and Health outcomes from Australian Curriculum
- Language Other Than English (LOTE) - Japanese Year 4 to 6
- Home reading expected for all students
- ICT programs to practice work at level. Undertake one 30minute session in each program at school or further in class rotations. Available on-line to be undertaken at home
- Lexia - Prep to Year 4
- Mathletics— Prep to Year 6
- Raz Reading— Prep to Year 6
- 'You Can Do It' Program to enhance personal development - persistence, resilience, organisation, getting along, confidence. Follows parade Friday
- Swimming Program: Term 4 (Swim caps compulsory)

Co-curricular Activities

- Lego Robotics, Smilie Pushcart and Optiminds
- Wakakirri—song-story performance item
- Instrumental Music— Strings Year 5 –6
Brass Woodwind and Percussion Year 4 - 6
Extension Class in Year 3 as preparation
- Extended Learning Program—1 day at various District schools in differing learning areas
- Interschool Sport – Boys & Girls Soccer, Rugby League, AFL, Softball, Netball, Touch, Volleyball. Yr 5 onwards, Yr 4 if talented in the sport
- Representative Sport through Port Curtis and Capricornia
- Student Council & Captains
- Green & Healthy Club– Year 2 to 6
- Gardening Club
- Library Monitors Yr 5-6
- National Academic Competitions—Year 3 to 6
- Before and after School sport activity programs
- Vocal Club (Choir) Year 2-6
- Excursion Program

How Information and Communication Technologies are used to Assist Learning

- Learning software accessed at school and home for literacy and numeracy i.e. Mathletics & Lexia & Raz Reading
- Email and Internet access
- Project based web research
- Weekly class access provided via three Computer Learning Centres.
- Mentors to build staff ICT capacity
- Digital imaging and video capturing
- Online reporting using OneSchool portal
- Interactive and electronic whiteboards in every classroom
- Direct curriculum integration of a range of generic software applications scaffolded and sequenced across the school (e.g.; Microsoft PowerPoint, Excel, Word, Publisher)
- ICT's are an integrated expression tool within all teachers' curriculum planning. Each teacher has a laptop to support curriculum purposes

Social Climate

Overview

- Consistent school wide focus on proactive Behaviour Management, incorporating the 'You Can Do It!' Program to build individually on student self-esteem with the five 'keys' to successes of Resilience, Persistence, Confidence, Organisation and Getting Along
- There is a proactive response to bullying including a student reporting system and an annual bullying survey of all Year 4 to 6 students. Parents are updated annually on the anti-bully policy within the school
- Active inclusive practices that supports and extends students requiring assistance
- Celebration of student, staff and parent achievements through weekly classroom Awards
- Ongoing displays in Administration Foyer and other venues within community
- Student/Parent access to Guidance Officer
- Staff access to Employee Adviser
- 100% of parents are satisfied that school expects child to do his or her best

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)	96%	100%	100%
this is a good school (S2035)	98%	100%	98%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	98%	95%	98%
their child is making good progress at this school* (S2004)	96%	91%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	98%
teachers at this school motivate their child to learn* (S2007)	93%	100%	100%
teachers at this school treat students fairly* (S2008)	93%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	98%	100%	98%
this school takes parents' opinions seriously* (S2011)	91%	100%	93%
student behaviour is well managed at this school* (S2012)	89%	100%	90%
this school looks for ways to improve* (S2013)	95%	100%	98%
this school is well maintained* (S2014)	93%	95%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	99%	99%
they like being at their school* (S2036)	99%	90%	91%
they feel safe at their school* (S2037)	98%	98%	98%
their teachers motivate them to learn* (S2038)	100%	98%	99%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	98%
teachers treat students fairly at their school* (S2041)	99%	89%	91%
they can talk to their teachers about their concerns* (S2042)	94%	88%	84%
their school takes students' opinions seriously* (S2043)	95%	90%	94%
student behaviour is well managed at their school* (S2044)	94%	83%	87%
their school looks for ways to improve* (S2045)	98%	99%	96%
their school is well maintained* (S2046)	98%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	96%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	92%	100%	95%
student behaviour is well managed at their school (S2074)	92%	96%	95%
staff are well supported at their school (S2075)	96%	100%	95%
their school takes staff opinions seriously (S2076)	91%	100%	95%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	95%

* 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

- Individual Support plans document the adjustments to assist students with diverse learning needs
- A Parent and Citizen Committee which operates Tuckshop and Uniform Shop
- An 'open door' policy promotes honest, two way communications and feedback
- School and Classroom Volunteer programs including Reading/Maths groups, Art and Craft, Religious Education, Sports Coaching, Excursion and Camp supervision
- Regular information dispersal via the class email loop, school Newsletter, Website, parent/carer nights and interviews, school sign, focused parent forums on school and curriculum related topics, and the distribution of special information fliers
- Input sought into decision making processes, policy feedback
- Invitations to celebratory school and classroom events including end of unit celebrations, Induction and Graduation ceremonies, Anzac Day Commemoration Service

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The schools value of respect particularly for the feelings of others is developed through the keys of the 'You Can Do It' program.

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	2	7	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint

School is 'Earth Smart' with strategies to reduce waste, electricity use and improve habitat. Efficient use of air conditioners is promoted. The student 'Green and Healthy' team promoted a weekly litter free lunch, energy audit and litter reduction campaign.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	124,586	4,733
2014-2015	138,965	4,761
2015-2016	57,447	4,407

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time Equivalents	21	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	
Graduate Diploma etc.**	2
Bachelor degree	21
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11,922

The major professional development initiatives are as follows:

- Literacy and Numeracy
- National Curriculum
- Inquiry and/or problem based learning
- Explicit Instruction
- Profiling for Essential Skills of Behaviour
- Spelling 'Words Their Way'
- Mentoring and Coaching

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%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	89%

*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 Primary schools was 93%.

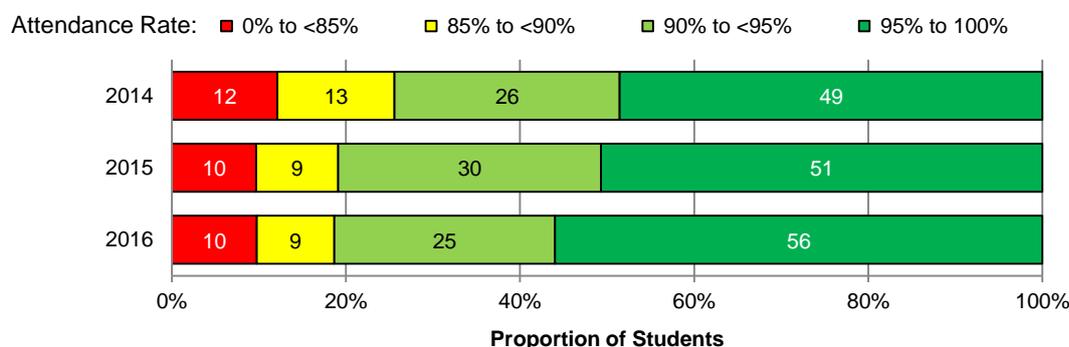
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	93%	94%	94%	94%	94%	94%	94%	90%				
2015	92%	94%	95%	94%	95%	94%	95%						
2016	93%	94%	94%	94%	96%	94%	93%						

*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.

Roll marking occurs twice a day electronically, morning and afternoon. An SMS alert is sent home each day for unexplained absences. Absences, without parental or carer notification, are followed up each Term, by letter, seeking explanation. Unexplained absences of more than three days are referred to administration for investigation.

Students in Year 4-7 have attendance as one criteria of the Recognition Reward scheme each Term.

National Assessment Program – Literacy and Numeracy (NAPLAN) results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.

ACHIEVEMENT (Continued): National Assessment Program – Literacy and Numeracy

		Mean Scale Score (MSS) - Achievement													MSS Improvement Relative to Nation			
		This School					Nation			Q&Q			3Q&S		This School		Old State Schools	
		2008	2013	2014	2015	2016	2008-16	2008	2015	2016	2016	2014	2015	2016	2015-16	2009-16	2015-16	2008-16
Year 3	R	351.6	422.5	446.2	430.8	434.0		400.5	425.5	425.7	415.4	A	S	S	2.9	57.2	1.2	26.1
	W*	394.8	434.8	422.7	423.7	420.1		414.2	416.3	420.5	405.4	A	A	S	-7.9	18.9	0.3	13.5
	S	350.8	433.5	425.6	412.5	430.1		399.5	408.8	420.1	407.1	A	S	A	6.2	58.7	2.9	26.0
	GP	355.9	445.6	454.3	472.8	466.7		403.2	433.2	436.3	430.5	A	A	A	-9.2	77.7	0.2	34.7
	N	354.6	387.1	421.1	405.1	416.0		396.9	397.8	402.2	393.5	A	S	A	6.5	56.1	0.0	26.0
Year 5	R	449.6	528.0	490.2	478.9	511.1		484.4	498.5	501.7	494.9	S	S	S	29.0	44.2	2.5	19.1
	W*	462.1	488.5	452.9	461.8	464.1		486.5	478.1	475.4	461.8	S	S	S	5.0	13.0	1.1	10.7
	S	441.8	509.2	486.3	495.3	473.4		483.8	498.1	492.9	482.0	S	S	S	-16.7	22.5	2.6	16.1
	GP	461.7	499.8	499.8	497.9	517.8		496.2	503.1	505.0	502.1	S	S	S	18.0	47.3	5.3	24.2
	N	444.6	502.7	472.6	489.6	481.9		475.9	492.5	492.9	484.0	S	S	S	-8.1	20.3	1.7	14.6
Year 7	R	518.6	514.4	537.8				536.5	546.0	541.0	529.8	S					1.1	4.8
	W*	529.5	511.3	536.1				533.7	510.6	514.7	493.5	A					-2.2	-2.9
	S	517.1	517.9	514.4				538.7	546.7	542.9	532.7	S					-0.7	6.8
	GP	513.4	526.4	557.1				529.0	541.3	540.2	529.1	S					1.5	6.6
	N	517.7	525.5	522.9				545.0	542.5	549.5	537.2	S					-0.5	0.9
Year 9	R							578.0	580.2	580.6	565.0						1.9	6.2
	W*							569.4	546.5	548.4	523.7						-0.5	3.4
	S							576.9	583.2	580.3	567.4						-2.5	5.5
	GP							569.1	567.9	570.3	558.6						-0.9	6.0
	N							582.2	591.7	588.8	573.8						0.4	8.3

Find a school

Sector:

 Government
 Non-government

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

School 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.