

# Boyne Island State School (1191)

## 2012 School Annual Report



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## Principal's foreword

### Introduction

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.

### School progress towards its goals in 2012

Priorities as identified in the School Annual Operation Plan 2012

- Improved student outcomes (Reading comprehension, spelling, solving maths problems)
  - Fifty percent (50%) of students were above Year level expectations for their reading age
- Quality curriculum
  - National curriculum introduced. Developmental spelling program introduced. Reading Program refined
- Teaching Practice
  - Focussed lessons being clear and explicit about what was to be learned and assessed
  - The criteria by which student work was judged was explained and taught
- School and Community Partnerships
  - Responsible Behaviour Plan implemented with high rates of student satisfaction continued
- School Capacity and Leadership
  - 'Honours' program for students available to support classroom teachers through Gifted Education Mentor
  - Collegial learning utilised amongst teaching staff to develop capacity and improve consistency

### Future outlook

The emerging priorities identified in the 2013 Annual Implementation Plan

- Australian Curriculum implementation
- Implement whole school pedagogical practices
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	317	161	156	95%
2011	336	157	179	95%
2012	326	149	177	88%

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

## Characteristics of the student body:

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

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	22	22
Year 4 – Year 7	23	26	24

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		1	2
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0
Cancellations of Enrolment		0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- Gifted and Talented Programs incorporating 'Before School programs, Cluster, District, State, National and University Competitions and class extension and enrichment activities
- Environmental Education focus, Earth Smart and 'Green and Healthy' initiatives
- An active Student Leadership Program that encourages all Senior School students to take an active role in their schooling. School Leaders take an active part in each Friday's whole school assembly.
- Excursion Program
- 'You Can Do It!' Program to develop student capacities in the five key areas of success, resilience, persistence, organisation and getting along to improve self-esteem and school and life success
- Focus on supporting individual learning needs
- Classroom and school-wide intervention programs
- Active student sporting representation across the school, cluster, district and region

### Extra curricula activities.

- Environmental Education
- Student access to a range of information and communication technologies (ICTs)
- Sporting representation and After school Sporting programs – Rugby League, Netball, AFL., Softball, Volleyball, Boys and Girls Soccer
- Choir, Band and Instrumental Music
- Student Leadership Program
- Active representation at Community events

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

- 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

- 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 success' of Resilience, Persistence, Confidence, Organisation and Getting Along.
- There is an proactive response to bullying including a student reporting system using a 'BOB' – 'Ban on Bullying' Box in the library and an annual bullying survey of all Year 4 to 7 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

# Our school at a glance

## Parent, student and staff satisfaction with the school

The majority of parents, students and teachers are satisfied that it is a good school. The School Opinion Survey indicated;

- 100% of parents satisfied that school staff are approachable when you want to talk about your child
- 100% of teachers satisfied that staff and community relations in the school are good, that they have good working relationships with other staff, get on well with the students and that the school is a safe place. 100% of teachers satisfied they are happy working in the school and that their work skills enable them to make a worthwhile contribution

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	94.1%
their child is making good progress at this school*	94.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	93.8%
they can talk to their child's teachers about their concerns*	94.1%
this school works with them to support their child's learning*	93.8%
this school takes parents' opinions seriously*	93.8%
student behaviour is well managed at this school*	94.1%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	95.1%
they like being at their school*	95.2%
they feel safe at their school*	91.8%
their teachers motivate them to learn*	96.8%

## Our school at a glance

their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	93.3%
teachers treat students fairly at their school*	91.8%
they can talk to their teachers about their concerns*	95.0%
their school takes students' opinions seriously*	95.2%
student behaviour is well managed at their school*	80.6%
their school looks for ways to improve*	98.4%
their school is well maintained*	98.4%
their school gives them opportunities to do interesting things*	96.7%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	92.6%
with the individual staff morale items	97.9%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

- 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

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

School is 'EarthSmart' with strategies to reduce waste, electricity use and improve habitat. All toilets are converted to dual flush. Efficient use of air conditioners is promoted. A waste audit was conducted in partnership with Gladstone Regional Council. The student 'Green and Healthy' team promoted a weekly litter free lunch and litter reduction campaign.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	144,937	3,531
2010-2011	69,286	4,995
2011-2012	127,664	3,273

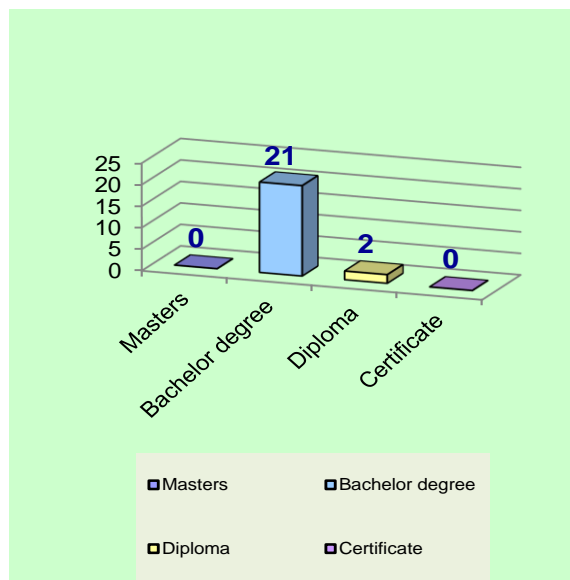
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	23	12	<5
Full-time equivalents	18.8	8.4	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	0
Bachelor degree	21
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$6600.

The major professional development initiatives are as follows:

- ICTs
- Explicit Instruction
- Gifted and Talented Education
- Literacy and Numeracy
- Spelling 'Words Their Way'
- National Curriculum preparations
- Mentoring

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Our staff profile

## Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.4%	97%	97.5%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 94.7% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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



## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

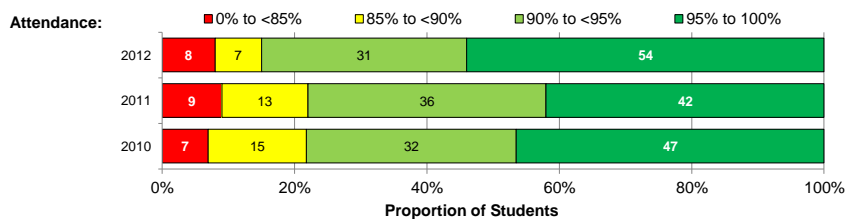
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	94%	91%	94%	94%	94%	94%					
2011	94%	93%	94%	91%	93%	93%	93%					
2012	94%	95%	94%	95%	93%	94%	94%					

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 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.

Roll marking occurs twice a day electronically, morning and afternoon. 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.

# Performance of our students

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

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

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## Achievement – Closing the Gap

Enrolment - Indigenous 16 Non-Indigenous 310

Attendance - Indigenous 88.3% Non-Indigenous 94.7%

Attainment - Less than 5 rule prevents reporting on individual year levels