Boyne Island State School

Queensland State School Reporting

2013 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 2013

Priorities as identified in the School Annual Operation Plan 2013

- Improved student outcomes
  - Fifty percent (50%) of students were above Year level expectations for their reading age
  - Students in Year 3,5&7 were above the Nation in 42 out of 45 indicators for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in National Testing (NAPLAN)
- School curriculum
  - National curriculum introduced.
  - School wide literacy programs in reading and spelling
- Teaching Practice
  - 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
- School and Community Partnerships
  - Responsible Behaviour Plan implemented with high rates of student satisfaction continued
  - Outstanding indicators achieved on the school-wide Discipline Audit
- School Capability 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 2014 Annual Implementation Plan

- Australian Curriculum implementation
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- 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

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	336	157	179	95%
2012	326	149	177	88%
2013	348	158	190	95%

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

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	22	22	25
Year 4 – Year 7 Primary	26	24	22

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	1	2	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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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

- Learning software accessed at school and home for literacy and numeracy ie. Mathletics & Lexia
- 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

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	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	93%
their child's learning needs are being met at this school* (S2003)	94%	100%
their child is making good progress at this school* (S2004)	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	94%	86%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%
this school works with them to support their child's learning* (S2010)	94%	100%
this school takes parents' opinions seriously* (S2011)	94%	100%
student behaviour is well managed at this school* (S2012)	94%	93%
this school looks for ways to improve* (S2013)	100%	93%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	100%
they like being at their school* (S2036)	95%	95%
they feel safe at their school* (S2037)	92%	95%
their teachers motivate them to learn* (S2038)	97%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%
teachers treat students fairly at their school* (S2041)	92%	96%

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they can talk to their teachers about their concerns* (S2042)	95%	93%
their school takes students' opinions seriously* (S2043)	95%	92%
student behaviour is well managed at their school* (S2044)	81%	87%
their school looks for ways to improve* (S2045)	98%	100%
their school is well maintained* (S2046)	98%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	98%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	97%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

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
2010-2011	69,286	4,995
2011-2012	127,664	3,273
2012-2013	118,289	3,136

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	13	<5
Full-time equivalents	20	9	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	
Bachelor Degree	21
Graduate Diploma etc.	2
Masters	0
Total	**25**
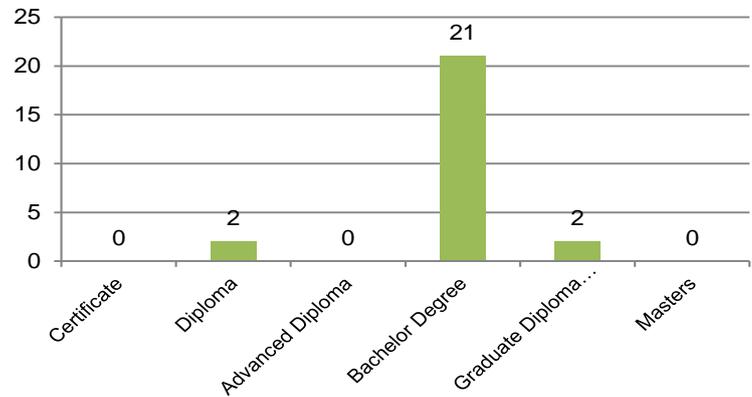
* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 9669.

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 2013 was   100 %.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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.**

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%

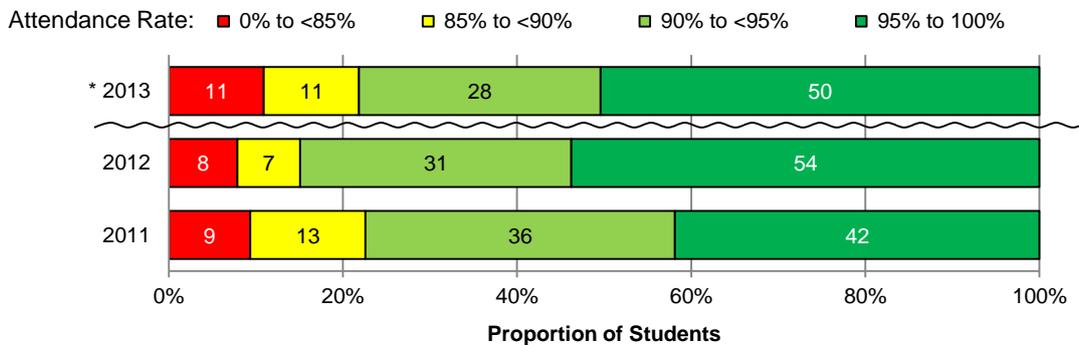The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	94%	93%	94%	91%	93%	93%	93%					
2012	94%	95%	94%	95%	93%	94%	94%					
2013	93%	94%	94%	93%	94%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%　■ 85% to <90%　■ 90% to <95%　■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	11	11	28	50
2012	8	7	31	54
2011	9	13	36	42

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

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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

NAPLAN - Based on OneSchool Comparisons

Strand	Year Level	2011 This School						2011 Nation			2012 This School						2012 Nation			2013 This School						2013 Nation		
		N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%	N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%	N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%
Reading	03	53	392	418.5	446	90.7	42.6	415.7	93.8	44.7	32	396	425.3	452	96.9	50.0	419.6	93.6	47.0	41	397	422.5	446	97.6	46.3	419.1	95.3	45.8
	05	45	426	448.1	471	80.0	13.3	488.1	91.5	28.6	18	444	488.2	532	94.4	27.8	493.6	91.6	31.3	42	506	528.0	551	97.7	41.9	502.3	96.1	32.8
	07	46	506	526.0	546	97.8	21.7	540.2	94.7	26.6	47	509	526.5	544	95.7	19.1	541.5	94.1	27.6	44	495	514.4	534	93.2	20.5	540.6	94.2	26.0
	09							579.5	92.4	20.6							574.8	91.4	18.4							580.2	93.4	19.8
Writing	03	53	402	419.3	437	94.4	48.1	415.9	95.3	46.1	31	366	405.0	424	100.0	45.2	415.8	95.3	46.6	39	406	434.8	452	94.9	61.5	415.6	95.0	46.7
	05	43	441	460.2	480	88.4	11.6	482.6	92.5	22.6	19	411	447.1	483	84.2	15.8	477.0	92.1	19.3	41	473	488.5	504	95.2	16.7	477.9	91.7	20.0
	07	46	481	504.1	527	95.7	10.9	529.1	91.1	22.6	45	474	493.7	513	86.7	4.4	518.3	89.9	18.3	44	493	511.3	530	90.9	15.9	517.0	89.3	17.6
	09							565.9	84.8	21.5							553.7	81.7	16.8							554.1	82.6	16.5
Spelling	03	53	372	395.1	419	87.0	44.4	405.9	92.8	40.6	32	373	397.2	422	96.9	31.3	414.3	94.0	43.8	41	406	433.5	469	92.7	61.0	410.8	93.8	42.6
	05	43	405	427.1	449	81.4	14.0	484.1	91.3	25.7	19	433	462.9	493	94.7	15.8	494.9	92.8	31.4	41	456	509.2	530	90.5	33.3	494.2	93.1	30.3
	07	46	506	524.1	540	95.7	10.9	537.7	92.4	25.8	46	495	515.8	537	87.0	21.7	543.4	93.2	28.6	44	500	517.9	536	93.2	11.4	549.3	93.7	31.7
	09							581.3	90.6	23.0							577.0	89.6	21.3							582.7	92.2	21.1
Grammar & Punctuation	03	53	388	417.1	446	88.9	48.1	421.2	93.1	48.1	32	379	413.5	448	93.8	40.6	423.9	92.9	49.7	41	419	445.6	472	97.6	61.0	428.2	95.3	51.1
	05	43	430	456.2	483	79.1	20.9	499.1	92.0	34.6	19	424	458.9	494	89.5	21.1	491.0	90.5	30.6	41	453	499.8	517	97.6	35.7	500.6	94.8	33.1
	07	46	500	517.9	536	93.5	17.4	532.4	92.8	23.0	46	507	524.7	542	95.7	19.6	546.2	95.1	29.0	44	501	528.4	555	86.4	29.5	535.1	90.8	26.5
	09							572.3	90.0	18.3							573.2	90.2	18.9							573.1	87.9	21.2
Numeracy	03	52	368	393.2	418	90.6	35.8	398.1	95.6	33.3	32	364	370.4	387	96.9	9.4	395.5	93.9	33.4	41	371	387.1	403	97.6	24.4	396.9	95.7	31.9
	05	45	415	428.7	443	88.9	0.0	487.8	94.4	24.8	19	439	468.1	497	94.7	10.5	488.7	93.3	26.7	41	479	502.7	527	97.6	35.7	485.8	93.4	25.1
	07	45	504	523.0	542	97.8	17.8	544.6	94.5	28.9	47	456	501.0	517	93.6	4.3	538.1	93.8	25.3	42	506	525.5	545	97.6	19.0	542.1	95.0	26.6
	09							583.4	93.0	23.4							584.2	93.7	22.8							583.6	90.6	24.5

#	School is statistically below the Nation
#	School is statistically similar to the Nation and numerically below the Nation
#	School is statistically similar to the Nation and numerically equal to or above the Nation
#	School is statistically above the Nation

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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Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
☐ Non-government

SEARCH

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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Achievement – Closing the Gap

Enrolment -   Indigenous 22   Non-Indigenous 326

Attendance - Indigenous 88.9%   Non-Indigenous 93.8%

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

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