

# Boyne Island State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	PO Box 3266 Tannum Sands 4680
Phone	(07) 4979 9333
Fax	(07) 4979 9300
Email	principal@boynislass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mr Michael Hurst - Principal

## 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 2015

Priorities as identified in the School Annual Operation Plan 2015

- 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 2016 Annual Implementation Plan

- Successful learners – Reading comprehension
- Great People
- High Standards - Thinking skills eg. Integrated Studies with an inquiry focus eg Numeracy  
Positive Learning culture
- Engaged Partners

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** Yes

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	348	158	190	22	95%
2014	359	171	188	24	91%
2015	342	166	176	26	91%

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

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

### 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		
	2013	2014	2015
Prep – Year 3	25	23	22
Year 4 – Year 7 Primary	22	22	23

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	2	7
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.

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

## Curriculum delivery

### Our approach to curriculum delivery

- Literacy and Numeracy routines delivered each day. Words Their Way, CAFÉ Reading, Explicit Instruction
- Maths, English, Science, Music, PE and LOTE delivered by specialist teachers
- Integrated Studies, an inquiry approach towards Humanities and other key learning areas
- 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
- Clubs – Gardening, Robotics, Engineering and Wakakirri
- Student Leadership Program
- Active representation at Community events

### How Information and Communication Technologies are used to improve 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 successes of Resilience, Persistence, Confidence, Organisation and Getting Along.
- There is a 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

### Performance measure

Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	96%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	100%	98%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	93%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	98%	95%
their child is making good progress at this school (S2004)	100%	96%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	93%	100%
teachers at this school motivate their child to learn (S2007)	100%	93%	100%
teachers at this school treat students fairly (S2008)	86%	93%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	98%	100%
this school takes parents' opinions seriously (S2011)	100%	91%	100%
student behaviour is well managed at this school (S2012)	93%	89%	100%
this school looks for ways to improve (S2013)	93%	95%	100%
this school is well maintained (S2014)	100%	93%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school (S2036)	95%	99%	90%
they feel safe at their school (S2037)	95%	98%	98%
their teachers motivate them to learn (S2038)	100%	100%	98%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	98%
teachers treat students fairly at their school (S2041)	96%	99%	89%
they can talk to their teachers about their concerns (S2042)	93%	94%	88%
their school takes students' opinions seriously (S2043)	92%	95%	90%
student behaviour is well managed at their school (S2044)	87%	94%	83%
their school looks for ways to improve (S2045)	100%	98%	99%
their school is well maintained (S2046)	94%	98%	95%
their school gives them opportunities to do interesting things (S2047)	98%	100%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	97%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	88%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	92%	100%
student behaviour is well managed at their school (S2074)	100%	92%	96%
staff are well supported at their school (S2075)	97%	96%	100%
their school takes staff opinions seriously (S2076)	94%	91%	100%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	100%	96%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

### Reducing the school's environmental footprint

School is 'Earth Smart' 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	118,289	3,136
2013-2014	124,586	4,733
2014-2015	138,965	4,761

\*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.

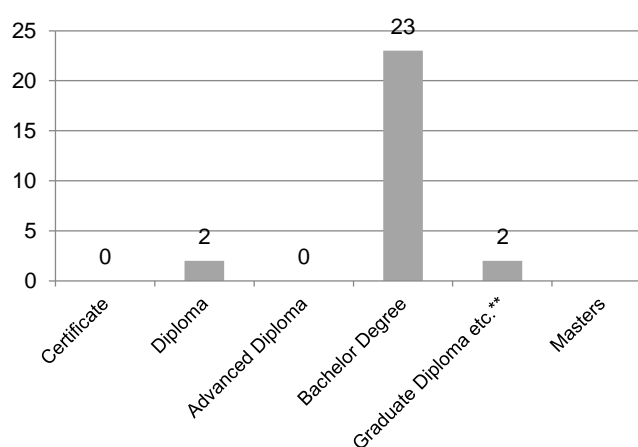
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	17	0
Full-time equivalents	22	10	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	2
Masters	
<b>Total</b>	<b>27</b>



\*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 2015 were \$24 137

The major professional development initiatives are as follows:

- Explicit Instruction
- Profiling for Essential Skills of Behaviour
- Literacy and Numeracy
- Spelling 'Words Their Way'
- National Curriculum
- Mentoring and Coaching

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
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, 84% of staff was retained by the school for the entire 2015 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/>.

### Find a school

Sector:

Government

Non-government

SEARCH

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 **'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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	93%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

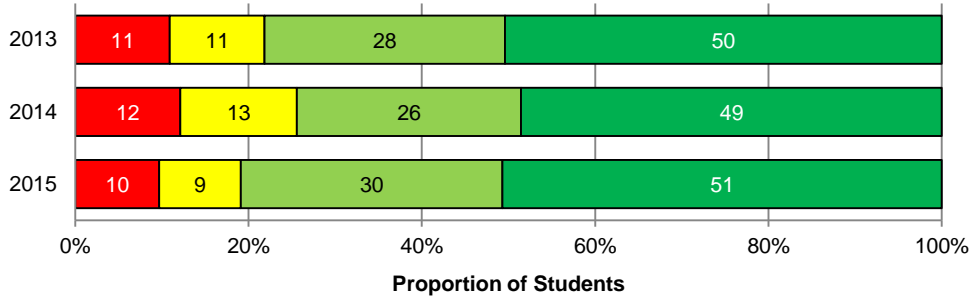
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	94%	94%	93%	94%	93%	93%					
2014	90%	93%	94%	94%	94%	94%	94%	90%					
2015	92%	94%	95%	94%	95%	94%	95%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

### Student attendance distribution

The proportions of students by attendance range.

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



### 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. 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.

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

Year	MSS	Mean Scale Score (MSS) - Achievement										MSS Improvement Relative to Nation					ACARA (MySchool) Mean Performance against												
		This School					Nation					This School		Qld State Schools			Nation - All Schools					Nation - Similar Schools							
		2008	2012	2013	2014	2015	2008-15	2008	2014	2015	2008-15	2013	2014	2015	2014-15	2008-15	2014-15	2008-15	2008	2011	2012	2013	2014	2008	2011	2012	2013	2014	
Year 3	R	351.6	425.3	422.5	446.2	430.8	400.5	418.3	425.5	414.0	S	A	S	-22.6	54.3	3.0	24.9	52	R	SB	CT	CT	CT	A	B	A	A	CT	A
	W	394.8	405.0	434.8	422.7	423.7	414.2	402.2	416.3	400.8	A	A	S	-13.1	26.8	2.0	13.2	54	W	B	CT	CT	A	A	CT	A	CT	A	A
	S	350.8	397.2	433.5	426.6	412.5	399.5	411.8	408.8	392.9	A	A	S	-11.1	52.5	-1.7	23.1	52	S	SB	CT	B	A	CT	B	CT	CT	A	A
	GP	355.9	413.5	445.6	454.3	472.8	403.2	426.0	433.2	427.2	A	A	A	11.3	86.9	3.0	34.5	67	GP	SB	CT	CT	A	A	B	CT	CT	A	A
	N	354.6	370.4	397.1	421.1	405.1	396.9	401.8	397.8	389.1	S	A	S	-12.0	49.5	3.6	26.0	54	N	SB	CT	B	CT	A	B	CT	CT	CT	A
Year 5	R	449.6	469.2	526.0	490.2	478.9	484.4	500.6	498.5	499.2	A	S	S	-9.2	15.2	1.3	16.6	40	R	B	SB	CT	A	CT	B	B	CT	SA	CT
	W	462.1	447.1	485.5	459.3	461.9	486.5	468.3	478.1	463.4	S	S	S	-0.9	8.0	3.8	9.6	40	W	B	B	B	CT	B	CT	CT	B	A	CT
	S	441.8	462.9	509.2	496.3	495.3	483.8	497.6	498.1	484.6	A	S	S	8.5	39.2	-0.2	13.5	48	S	SB	SB	B	A	CT	B	SB	CT	A	CT
	GP	461.7	456.9	499.8	499.8	497.9	496.2	503.8	503.1	494.8	S	S	S	-1.2	29.3	1.3	18.9	48	GP	B	SB	B	CT	CT	B	B	CT	CT	CT
	N	444.6	468.1	502.7	472.6	495.0	475.9	487.6	492.5	481.9	S	S	S	12.1	28.4	0.7	12.9	48	N	B	SB	B	A	B	B	SB	CT	A	CT
Year 7	R	518.6	526.5	514.4	537.8	536.5	546.1	546.0	533.7	S	S	S			0.3	3.7	R	B	B	B	B	CT	CT	CT	CT	B	CT		
	W	529.5	493.7	511.3	536.1	533.7	511.6	510.6	491.6	S	A	S			-3.2	-0.7	W	CT	B	B	CT	A	CT	CT	CT	CT	A		
	S	517.1	515.8	517.9	514.4	538.7	545.1	546.7	537.2	S	S	S			5.2	7.5	S	B	B	B	B	B	CT	CT	CT	B	B		
	GP	513.4	524.7	526.4	557.1	529.0	543.1	541.3	528.7	S	S	S			-1.4	5.1	GP	B	B	B	CT	CT	CT	CT	CT	CT	A		
	N	517.7	501.0	525.5	522.9	545.0	545.9	542.5	530.7	S	S	S			-2.0	1.4	N	B	B	SB	B	B	CT	CT	CT	B	CT		
Year 9	R						578.0	580.4	580.2	562.7						1.2	4.3	R											
	W						569.4	580.3	546.5	522.3						-3.9	3.9	W											
	S						576.9	582.0	583.2	572.9						4.2	6.0	S											
	GP						569.1	573.5	567.9	557.1						6.2	7.0	GP											
	N						582.2	587.8	591.7	576.3						2.2	7.9	N											

MSS Summary Counts: 2015 Achievement: 0 5 4 1 | 2014-15 Improvement: 1 6 3 0 | 2008-15 Improvement: 0 0 5 5 | School 2014 ICSEA: 995 Percentile: 44

#### Find a school

Sector:
   
 Government
   
 Non-government

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.

Where it says '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.