

# Boyne Island State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	PO Box 3266 Tannum Sands 4680
Phone	(07) 4979 9333
Fax	(07) 4979 9300
Email	the.principal@boynissclass.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 2014

Priorities as identified in the School Annual Operation Plan 2014

- Improve school performance
  - Eighty two percent (82%) of students were at or above Year level expectations for their reading age
  - Students in Year 3,5&7 were at or above the Nation in 44 out of 45 indicators for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in National Testing (NAPLAN)
- Australian Curriculum implementation
  - National curriculum introduced.
  - School wide literacy programs in reading, writing and spelling
- Implement whole school pedagogical practices
  - Focussed lessons being clear and explicit about what was to be learned and assessed
  - Students engaged with their learning goals
- Develop productive partnerships with students, staff, parents, and the community
  - Responsible Behaviour Plan implemented with high rates of student satisfaction continued
- Develop instructional leadership with a focus on workforce performance
  - Collegial learning utilised amongst teaching staff to develop capacity and improve consistency.
- Using data to inform teaching practice
  - Data systemically collected and inform teaching adjustments for students
- Plan to transition Year 7 to High school

### Future outlook

The school was selected to become an **Independent Public School** in 2015.

The emerging priorities identified in the 2015 Annual Implementation Plan.

- Successful Learners
- Great people
- High Standards
- Engaged Partners

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	326	149	177	88%
2013	348	158	190	95%
2014	359	171	188	91%

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		
	2012	2013	2014
Prep – Year 3	22	25	23
Year 4 – Year 7 Primary	24	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	2	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Undertake reading, writing (CAFÉ), spelling (Words Their Way) and Numeracy as Daily 5 Literacy and numeracy work.
- ICT programs to practice of work at level. Prep to Year 6 as desired or completed. Lexia, Mathletics and Raz Reading —available on-line for home reading program
- Play first eat second' at lunch breaks. Whole school fruit break at 10am
- Differentiation of support provided to whole class for reading, writing, spelling and numeracy with human resources scheduled to support ALL classes and ALL students.
- Inclusive education—all students are catered within the class setting.
- Swimming Program: Term 4 (Swim caps compulsory)
- Gifted and Talented Programs incorporating Honours—Year 3 onwards. Need at least a 'B' on report. Students select 5 independent learning tasks to undertake
- 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.
- '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

### Extra curricula activities

- Smilie Pushcart and Optiminds and other activities are choices to students and allocated according to demand.
- Instrumental Music— Strings Year 4 –6 and Brass Woodwind and Percussion Year 4 - 6
- 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. From Year 5 onwards, Year 4 if talented in the sport. Active student sporting representation across the school, cluster, district and region
- Representative Sport through Port Curtis and Capricornia
- Student Council & Captains
- Green & Healthy Club— Year 3 to 6
- Library Monitors Yr 5-6
- National Academic Competitions—Year 3 to 6
- Move It Groove It – Before School activity program in winter
- Vocal Club (Choir) Year 2-6 and Instrumental Group (Yr 3)

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

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	93%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%	98%
their child is making good progress at this school* (S2004)	94%	100%	96%
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)	100%	93%	93%
teachers at this school motivate their child to learn* (S2007)	94%	100%	93%
teachers at this school treat students fairly* (S2008)	94%	86%	93%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	98%
this school takes parents' opinions seriously* (S2011)	94%	100%	91%
student behaviour is well managed at this school* (S2012)	94%	93%	89%
this school looks for ways to improve* (S2013)	100%	93%	95%
this school is well maintained* (S2014)	100%	100%	93%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	95%	100%	100%
they like being at their school* (S2036)	95%	95%	99%
they feel safe at their school* (S2037)	92%	95%	98%
their teachers motivate them to learn* (S2038)	97%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	100%
teachers treat students fairly at their school* (S2041)	92%	96%	99%
they can talk to their teachers about their concerns* (S2042)	95%	93%	94%
their school takes students' opinions seriously* (S2043)	95%	92%	95%
student behaviour is well managed at their school* (S2044)	81%	87%	94%
their school looks for ways to improve* (S2045)	98%	100%	98%
their school is well maintained* (S2046)	98%	94%	98%
their school gives them opportunities to do interesting things* (S2047)	97%	98%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		97%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	92%
student behaviour is well managed at their school (S2074)		100%	92%
staff are well supported at their school (S2075)		97%	96%
their school takes staff opinions seriously (S2076)		94%	91%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		100%	96%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

# 'Agree' represents the 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	127,664	3,273
2012-2013	118,289	3,136
2013-2014	124,586	4,733

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.

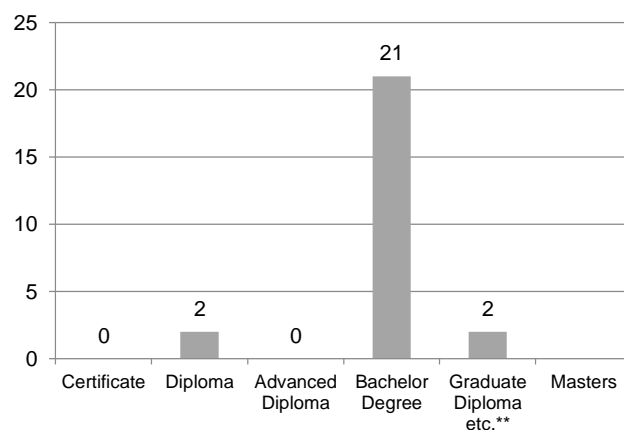
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	14	0
Full-time equivalents	20	9	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.**	2
Masters	0
<b>Total</b>	<b>25</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 2014 were \$12 405.25.

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 preparations
- Mentoring and Coaching

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 90% of staff was retained by the school for the entire 2014 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.

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School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

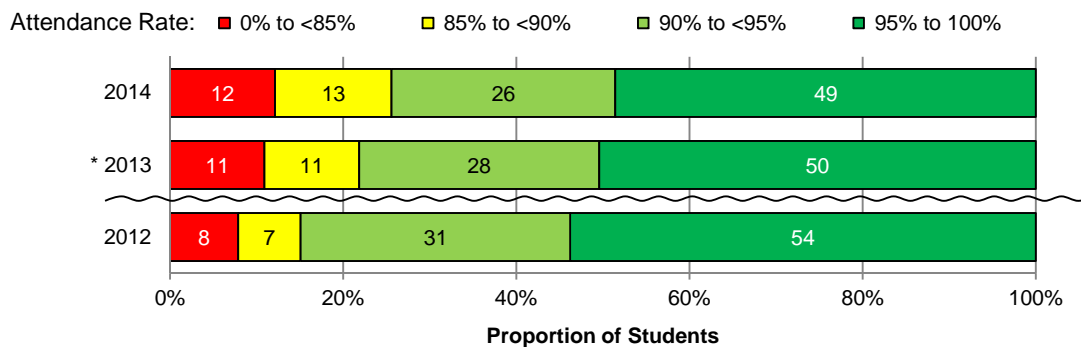
#### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	94%	95%	93%	94%	94%					
2013	93%	94%	94%	93%	94%	93%	93%					
2014	93%	94%	94%	94%	94%	94%	90%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.



**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	2012												2013						2014 (Preliminary)													
		This School						Nation						This School						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	32	398	425.3	452	96.9	50.0	419.6	93.6	47.0	41	307	422.5	448	97.6	46.3	419.1	95.3	45.8	49	424	446.2	498	94.0	64.9	418.6	93.6	46.1					
	05	18	444	488.2	532	94.4	27.8	493.6	91.6	31.3	42	505	528.0	551	97.7	41.9	502.3	96.1	32.8	35	464	490.2	517	94.3	25.7	500.7	92.9	34.4					
	07	47	500	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	23	508	537.8	508	95.8	25.0	545.8	94.8	28.7					
	09							574.8	91.4	18.4							580.2	93.4	19.8							580.2	91.8	21.5					
Writing	03	31	386	405.0	424	100.0	45.2	415.8	95.3	46.6	39	408	434.8	462	94.9	61.5	415.6	95.0	46.7	52	406	422.7	439	98.1	50.9	402.1	93.8	39.1					
	05	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	33	431	452.9	475	90.9	3.0	468.2	90.3	15.5					
	07	45	474	493.7	513	86.7	4.4	518.3	89.9	18.3	44	493	511.3	530	90.9	19.9	517.0	89.3	17.6	22	508	536.1	504	91.3	21.7	511.5	88.5	15.6					
	09							553.7	81.7	16.8							554.1	82.6	16.5							550.1	81.7	14.8					
Spelling	03	32	373	397.2	422	96.9	31.3	414.3	94.0	43.8	41	408	433.5	450	92.7	61.0	410.8	93.8	42.6	52	400	426.6	447	94.3	56.6	411.9	92.8	43.6					
	05	19	433	462.9	493	94.7	15.8	494.9	92.8	31.4	41	488	509.2	530	90.5	33.3	494.2	93.1	30.3	33	403	486.3	510	93.9	30.3	497.7	92.8	33.4					
	07	46	495	515.8	537	87.0	21.7	543.4	93.2	26.6	44	500	517.9	536	93.2	11.4	549.3	93.7	31.7	22	478	514.4	551	87.0	26.1	545.3	92.5	30.5					
	09							577.0	89.6	21.3							582.7	92.2	21.1							581.7	89.8	23.5					
Grammar & Punctuation	03	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	52	426	454.3	483	96.2	66.0	426.2	93.5	49.7					
	05	19	424	458.9	494	89.5	21.1	491.0	90.5	30.6	41	483	499.8	517	97.6	35.7	500.6	94.8	33.1	33	408	499.8	531	90.9	39.4	504.1	92.9	36.6					
	07	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	25.5	22	520	557.1	504	95.7	30.4	543.9	92.7	29.8					
	09							573.2	90.2	18.9							573.1	87.9	21.2							573.5	89.7	19.5					
Numeracy	03	32	354	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	50	401	421.1	441	96.1	47.1	401.8	94.7	36.3					
	05	19	430	468.1	497	94.7	10.5	488.7	93.3	26.7	41	470	502.7	527	97.6	35.7	485.8	93.4	25.1	33	440	472.6	497	87.9	12.1	487.2	93.3	25.7					
	07	47	485	501.0	517	93.6	4.3	538.1	93.8	25.3	42	500	525.5	545	97.6	19.0	542.1	95.0	26.6	21	490	522.9	550	95.5	9.1	545.9	95.2	28.5					
	09							584.2	93.7	22.6							583.6	90.6	24.5							587.8	94.2	24.0					

# School is statistically below the Nation     
 # School is statistically similar to the Nation and numerically below the Nation     
 # School is statistically above the Nation  
# School is statistically similar to the Nation and numerically equal to or 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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**Achievement – Closing the Gap**

Enrolment - Indigenous 24    Non-Indigenous 335

Attendance - Indigenous 92.7%    Non-Indigenous 93.0%

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