

	PO address	Cnr Sandgate & Roscommon Rds Boondall Q 4034
	Phone	3623 8333
	Fax	3623 8300
	Email	admin@boondallss.eq.edu.au
	Website	www.boondallss.eq.edu.au

Principal's foreword

Introduction

The School Annual Report validates the achievements and activities at Boondall State School during 2008. It is based on a range of evidence to support, maintain, evaluate and improve aspects of school life. The school is focused on how best to provide a broad general education for all students and to achieve high literacy and numeracy standards.

In 2008 we:

- Received the Highly Commended award in the Excellence in School Improvement category of the *2008 Australian Government National Awards for Quality Schooling*. University partnerships and the integration of literacy, technology and cross-curricular programs had provided children with intellectual challenges. Participation in online events had led to significant improvements in writing and reading achievements. The chess development program has enhanced students' social skills, strengthened mathematical concepts and boosted mathematical results.
- Received the *Greater Brisbane Showcase Award for Excellence in Inclusive Education*: Teachers were successfully focusing on raising student standards further by lowering barriers to learning. They had developed more responsive planning and analysed student performance data more effectively to identify next steps in individual student's learning.
- Received first place in the *Best Junior Film (P-3)* category and second place in the *Best Senior Film (Yrs 4-7)* at *The Australian Primary Schools 'Dream-A-Better-World' Film Festival* held on November 16, 2008 to celebrate Universal Children's Day at Dreamworld Studios, Gold Coast. The project challenged children to be socially aware and proactive in visualising a better world. It enhanced self-confidence and developed skills in drama, story-telling, interviewing and public speaking along with technical elements in filmmaking.
- Audited existing curriculum programs against the Essential Learnings to determine what changes were required and planned units of work incorporating 'backward mapping' using the Essential Learnings and Standards
- Refined QCAT (Qld Comparable Assessment Task) assessment practices using task-specific descriptors derived from the Essential Learnings and Standards to help towards consistency of teacher judgements and comparability of reported results.
- Engaged in curriculum activities which directly addressed the NAPLAN (National Assessment Program – Literacy and Numeracy) testing regime to produce better performing students. Test results influenced planning, especially support provisions and resourcing.
- Refined the school's German LOTE (Languages Other Than English) program to align with the Greater Brisbane Strategic Plan for Languages Education 2008-2012
- Developed pedagogy through sustained professional development of teachers to address the diverse needs of both first and second language speakers/readers by focusing on the inclusion of code-breaking and whole language methods, combined with access to a vast range of written and visual texts and genres
- Promoted Smart Classroom initiatives including the use of the Learning Place
- Provided staff with ongoing professional development in Literacy, Numeracy, ICT and Indigenous Education
- Commenced implementation of *Smart Moves* Physical Activity programs and continued implementing *The Healthy Food and Drink Supply Strategy for Queensland Schools*

- Increased leadership density of teachers with the accreditation of two Gifted Education Mentors (GEMs), to support differentiation practices in the classroom.
- Provided Education Queensland project team with feedback on the use of the Developing Performance Framework to build work capacities to meet the changing nature of work in leadership and management domains.
- Successfully developed and delivered an 'eLearning Communities in Schools' project which engaged parents in accessing ICT training programs to support student learning. Parents explored:
 - The Learning Place: comic chats, blogs, chat room etiquette, virtual classrooms and student work
 - Microsoft Programs, Photos and Email: Uploading photos/images and resizing, Microsoft Office, copyright, etc
 - Internet Research: search engines, key words, etc
- Improved the pedestrian thoroughfare within the school campus through special maintenance funds to rectify damaged concrete and pavers

Future outlook

Continue literacy and numeracy training initiatives for teachers to improve student achievements

Promote a coaching model for teaching and learning to lay the foundation for substantial change and improved student learning

Ensure the curriculum is responsive to individual needs of all students, providing support and enrichment activities

Introduce German language and culture for all students in Years 3 and 4

Continue university partnerships in ongoing literacy research projects such as UQs 'Phonological Awareness for Literacy' (PAL) program and QUTs 'Family Literacy Practices, Pedagogy and Achievement in Year 1'.

Construct physical education circuit facility to support the *Smart Moves* program.

Implement Smart Classrooms initiatives with a Multiliteracies focus

Promote higher order thinking skills across the curriculum

Develop and implement a campus building and infrastructure plan to provide new facilities, upgrades and refurbishments under the Building the Education Revolution (BER) and State Schools of Tomorrow initiatives.

Our school at a glance

School Profile

Boondall State School is situated in Brisbane North District, approximately 14 kilometres from the Brisbane General Post Office (GPO). The school lies in the Brisbane City Council Ward of Deagon, the State Electorate of Nudgee and the Federal Electorate of Lilley.

The current enrolment is 681. The school is coeducational with 334 male and 347 female students, enrolled from Preparatory Year to Year 7.

The school enjoys a reputation for its pursuit of academic excellence, high equity, rigour and a fair go.

A highly multicultural student population with 28 nationalities is represented. Students are taught that the Australian culture of the 21st century is one that comprises many beliefs and views of the world.

In 2008, 48.4 percent of students resided outside the school's natural catchment area.

Facilities:

28 General learning and teaching areas with the majority double teaching spaces and modular designs

Music block

Digital Learning Centre

Library Resource Centre

Tuckshop

4 covered adventure playgrounds

Swimming Pool complex

Tennis Court

Multipurpose Court

Magnificent oval with environmental area on the high ground

2 Amenities blocks

Administration block

8 water tanks

Curriculum offerings

Our distinctive curriculum offerings

- Greater concentration and focus on the four key learning areas of English, Mathematics, Science and Study of Society, to enable greater depth of treatment, more effective teaching and higher student achievement
- Using a flexible mix of instructional strategies (direct explicit instruction, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, and on-going formative assessment) within a comprehensive and coordinated literacy 'block' to support students who were struggling to improve their reading and writing performances
- Strong emphasis on using multiple technologies to transform pedagogy: for example Year 6 and 7 students used a photo manipulation software program GIMP. They wrote poetry, created images and used a range of visual elements to demonstrate their knowledge and understanding of how culture affects identity.
- Gardiners Multiple Intelligences provided the basis for many cognitive activities in classroom practices
- Formalised chess program from Year 2 upwards, allowing students to become rated players and encouraging them to think logically and develop concentration skills, ie skills for life.
- All key learning areas and specialist programs are reported separately on the end-of-semester Report Card using the mandated 5 point scale
- Effective diagnostic follow-up to the problems identified in the NAPLAN testing regime to remedy problems at

both cohort and student level

- Students with disabilities enjoy full integration in classroom setting
- Teaching social and emotional skills and relational values (such as respect, inclusion, compassion and fairness) to improve educational outcomes, including connectedness to the school, effort and initiative in class, conflict management, fewer absences and suspensions, better coping strategies and improved academic achievement

Extra curricula activities

Student involvement in a range of extra-curricular endeavors has had a positive impact upon their classroom activities. The opportunities for success enhance students' self confidence, self image and discipline, all of which usually lead to greater success in the classroom. Moreover, extra-curricular activities build resilience for those students exposed to the greatest adversity.

A number of cultural events and activities helped develop a climate which encouraged student participation, strong identification with the school and increased engagement with schooling. These included:

- Kids on Water GOA Billboard Competition – a partnership between *Riverfestival*, GOA Billboards and Brisbane City Council showcased the artistic environmental slogans of students to celebrate the 2008 International year of the Frog
- Second placement **overall** among schools in the RNA's 2008 *Education on Show* Competition, exploring the theme 'Planet Earth' with four sub-topics covering waste, water, biodiversity and energy – an excellent way of providing extension work for high achieving students, especially creative artists, writers and ICT users
- Instrumental music program – Woodwind, brass and percussion with value-added beginners, intermediate and advanced band camps leading to ensemble instrumental music performances
- Junior choir, senior choir and recorder band performances
- School leadership opportunities for School Captains, House Captains, Band Leaders, Choir Captains and listening to the student voice on the Student Council. Students are happiest when the school actively seeks, values and acts on their views.
- ANZAC Day Commemorative Service and local ANZAC Day march.
- *Premier's Reading Challenge* and Book Club to encourage a passion for literature
- Queensland Week celebrations culminating in the school Vice-Captain speeches and presentation of Learning Efficiency Awards for committed student learners
- Fire Safety Poster competition for Year 4 students
- Class and year level excursions
- Annual school fete and associated year-level cultural program
- Orientation day for Year 7 students at local State High Schools
- School disco and Dance Fever Program
- Christmas concert including Carols by Torchlight
- Year 7 Awards night

To promote physical activity, fitness and team-building skills, students were offered a variety of sports programs, including:

- Inter-house swimming carnivals P-3, 4-7
- Swimming Club that provides 'learn to swim' and 'stroke correction' as well as Friday night club events and weekend inter-club competitions
- Inter-house athletics carnivals P-3, 4-7
- Whole school cross country and fun run
- Outdoor education camping programs:

Our school at a glance

- Year 5 – Burleigh Heads Christian Youth Camp
- Year 6 – Tuckekoi Outdoor Education Centre
- Year 7 – Ewan Maddock Dam
- Interschool sport including cricket, hockey, netball, T-ball, soccer, softball
- Visiting sports program – Auskick AFL, Tennis coaching, Kedron-Wavell Hockey development
- Overall, extra-curricular activities especially in the Middle Phases of Learning, increased students' retention in the context of their ability to cope with and complete twelve years of schooling; and this outcome was strongest for those students most at risk

How computers are used to assist learning

Teachers make the best use of ICT to support, enhance, enable and transform teaching and learning, including planning, assessing and reporting. Teachers are learning to teach in new and different ways and students are responding in positive ways. Students can now negotiate their learning with the teacher and computers can be used to personalise learning ensuring students are working at their own pace, remain motivated and become lifelong learners. Working and learning with computers transforms the teaching and learning to provide rich, diverse and flexible learning opportunities for students as technology provides the basis for engaging students in actively constructing and applying rich learning in purposeful and meaningful ways.

Boondall State School has a new digital learning centre with both a computer lab and multimedia room with interactive whiteboard. The Resource Centre also has an interactive whiteboard and another computer lab and 100% of Boondall classrooms are networked. Upper school classrooms have approximately 1 computer per 4 students and most classrooms have banks of computers to promote cooperative learning across classes.

Students use computers in a myriad of ways across all year levels. In 2008, one of the Prep classes made a movie about how to be a 'super friend' which won the Australian Children Television Foundation Junior Filmmakers award, while a Year 7 class was runner up in the State for an online Literature Festival. A number of classes have 'virtual classrooms' where students and parents can access homework and assignments and to blog with each other in a safe environment and share photos of class activities with their families.

Social climate

A strong emphasis on a supportive environment is demonstrated through the Responsible Behaviour Plan for Students based on the Code of School Behaviour. The behaviour plan is designed to teach children the skills they need in dealing with a variety of social situations.

Both in the playground and within the classroom, less emphasis in the punishment and critical control and greater emphasis on praise and rewarding students have had a positive impact. Student behaviour in the playground is monitored and rewarded by staff providing valuable information on student interactions, both positive and negative, overtime. This information is used to counsel and support students.

The values of education such as the development of virtues, citizenship, leadership skills, respect for others and development of self worth and esteem have been incorporated into mainstream curriculum activities. These values are important in producing successful and all-round citizens.

The 2008 School Opinion Survey data on School Climate confirm that the school has a positive tone. Students are happy, well-behaved and friendly towards each other, feel safe and enjoy learning:

- | | |
|---|-------|
| ▪ Percentage of students satisfied that they feel safe at school | 91.5% |
| ▪ Percentage of parents satisfied that their child is safe at school | 84.4% |
| ▪ Percentage of students satisfied that they are treated fairly at school | 84.3% |
| ▪ Percentage of parents satisfied that their child is treated fairly at school | 87.5% |
| ▪ Percentage of students satisfied about the behaviour of students at this school | 61.6% |
| ▪ Percentage of parents satisfied about the behaviour of students at this school | 58.1% |

Our school at a glance

- Percentage of students satisfied that they are happy to go to this school 95.4%
- Percentage of parents satisfied that their child is happy to go to this school 96.9%

Teachers and parents work together to provide each child with the knowledge, skills and capabilities to reach high standards and fulfil their potential.

Involving parents in their child's education.

Student outcomes and the tone of the school have been enhanced through the closer engagement of parents from all social backgrounds. Parents are provided with information to understand the nature of the year-level specific curriculum by attending parent information sessions, parent-teacher interviews, parent skill sessions in reading, writing and numeracy and the receipt of interim and end-of-semester student reports.

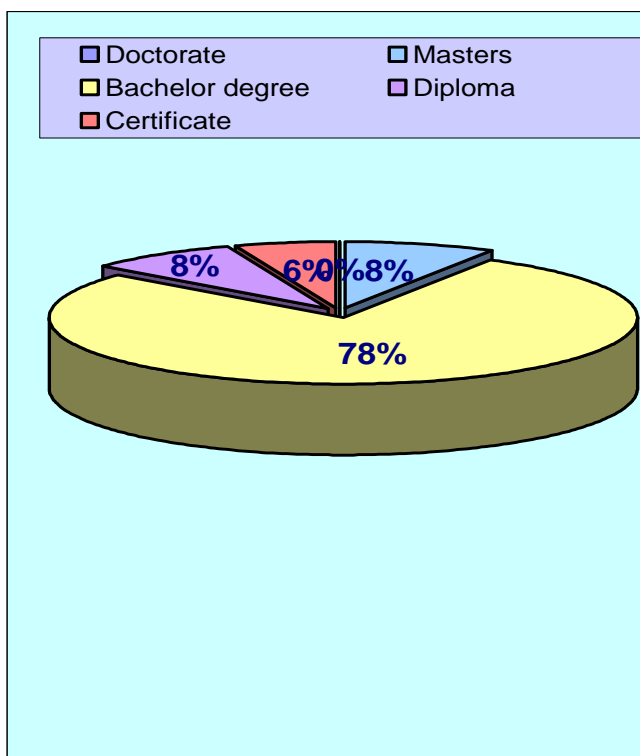
The widespread spirit of parent volunteerism has made a difference between a regular school and a caring educational environment where children flourish. Parents participate in the school in many ways assisting teachers with reading, mathematics, art and excursions as well as coaching sports, transporting students to venues, tuckshop assistants and fundraising activities, especially the annual fete.

Special events are widely supported by parents including the School Leaders' Induction Ceremony, Easter Hat Parade, ANZAC Day commemorative Service, weekly assemblies, instrumental music and choir performances, Queensland Week celebrations, school discos and awards ceremonies.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	28
Diploma	3
Certificate	2



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$28 011 .

The major professional development initiatives are as follows:

- Auditing existing units and school curriculum programs in order to fully incorporate the QCAR Essential Learnings
- Marking students' work according to QCAR's Assessment Bank criteria for a particular task and moderating results in year-level groups, leading ultimately to greater consistency in teacher judgements across the year levels
- Mentoring, coaching and action research to address the ongoing support of teachers in the identified priority areas of literacy and numeracy
- Upskilling teachers, not just in the use of technology, but how to integrate the curriculum with new media literacy
- Refining approaches to examining various forms of data – results of diagnostic tests, NAPLAN and data accumulated in the process of teaching
- Teaching spelling and unpacking the Spelling CD-Rom
- Investigating ways of enhancing capable students' performance through the GEMs program
- Expanding teacher knowledge and understanding of Indigenous cultures especially through 'Crossing Cultures The Big Picture: A Hidden History of Australian History' interactive workshop which explored the

Our staff profile

generational impact of Government policies and Acts on Indigenous families

- The involvement of the teaching staff in professional development activities during 2008 was 96 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 93 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94% %.

Key outcomes

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

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	398	457	532
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 93 %	86 %	95 %
Writing	Average score for the school	417	475	513
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 96 %	94 %	94 %
Spelling	Average score for the school	395	468	533
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 97 %	89 %	93 %
Grammar and Punctuation	Average score for the school	401	471	521
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 95 %	88 %	88 %
Numeracy	Average score for the school	371	459	536
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 90 %	94 %	98 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	71%
Writing	74%
Number	74%

Performance of our students

Value added

Many of the children's difficulties are transitory, in that, given appropriate early learning experiences and intervention, they are able to catch up with their peers, as evidenced in the results of the NAPLAN testing regime. In 2008:

Year 3 reading, writing, spelling, grammar and punctuation performances have been measurably higher than the State average and the National Minimum Standards

Year 3 Numeracy performance has been consistent with the State average and National Minimum Standards

Year 5 reading, writing, spelling, grammar and punctuation and numeracy performances have been consistent with the State averages and National Minimum Standards.

Year 7 reading, writing, spelling, grammar and punctuation and numeracy performances have been consistent with or higher than the State averages and National Minimum Standards

Overall,

Year 3 student performance demonstrates a raising of the bar and a narrowing of the gap when compared to the 2007 Diagnostic net results

Year 5 student performance shows significant variation compared to the Year 3 National Test results

Year 7 student performance has been upwardly trending compared to the Year 5 National Test results

Parent, student and teacher satisfaction with the school

Feedback from parents, students and teachers about school practices corroborates that Boondall is a great school and provides a good education. The 2008 School Opinion Survey data reveals:

PARENTS

- Percentage of parents satisfied that their child is making sufficient progress	90.7%
- Percentage of parents satisfied that their child is getting a good education	93.8%
- Percentage of parents satisfied with what their child is learning	90.7%
- Percentage of parents satisfied with the quality of teaching their child receives	87.6%
- Percentage of parents satisfied that the school makes you feel welcome	87.0%

STUDENTS

- Percentage of students satisfied that they are getting a good education	92.3%
- Percentage of students satisfied with what they are learning	87.7%
- Percentage of students satisfied with the way they use computers for learning	91.5%
- Percentage of students satisfied that their teacher explains clearly what to do in their school work	91.6%
- Percentage of students satisfied with how easy it is to access the internet for learning	86.2%

TEACHERS

- Percentage of teachers satisfied that the school is a safe place in which to work	100.0%
- Percentage of teachers satisfied that they get on well with students	97.5%
- Percentage of teachers satisfied encouraged to take responsibility for their own work	89.5%
- Percentage of teachers satisfied with access to resources they need to do their job well	84.3%
- Percentage of teachers satisfied that their work skills enable them to make a worthwhile contribution to this school	89.5%