Boondall State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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Boondall State School has a comprehensive approach to school improvement and has developed a strong articulation of this effort into student learning achievements and outcomes. There is a clear understanding that teaching and its impact on learning, is the major focus of the school. Teachers have high expectations of what all students can do, achieve and have the potential to be. They understand what high expectations should look like for students progressing from different starting points. Students enjoy learning and rise to the teachers' high expectations of them and enjoy being challenged. The school implements the Australian Curriculum, supports teachers to work with ICT to facilitate access to knowledge in a new generation of learning experiences, and continuously upskills staff in all aspects of the collection, sharing and analysis of data to address gaps in student learning. Active engagement in a wide range of extra curricula endeavours has a positive effect upon students' classroom activities. The opportunities for success provided by the school enhance students' self-confidence, self-belief and discipline, all of which lead to greater success in the classroom. The school's motto, 'Success by Work', underpins every facet of a students' life at Boondall State School.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

At Boondall State School our motto, Success by Work, underpins everything we do – from the classroom to the sporting fields to playing musical instruments. Our enthusiastic and caring teachers and support staff guide our students to grow academically, socially and emotionally and experience success in all that they encounter.

This report reflects on the progress of our strategic goals for 2017 and outlines our future direction for 2018. It illustrates the outstanding achievements of our school, the quality of our staff and a comparison of our students' achievements against the state norms and national benchmarks. As a school community we are very proud of all that we have achieved this year and are optimistic about what we will continue to achieve in the future.

Boondall State School 2017

Explicit Improvement Agenda

Reading
Implement the Boondall Reading Program with an explicit focus on guided reading

Positive Behaviour for Learning
Implement and embed a whole school approach to promote consistency and a positive school culture

Australian Curriculum
Implement the Australian Curriculum

Priority Area	Achievement
Reading	• Consolidation and review of the BSS Reading Framework • Continuation of targeted early intervention in literacy skills • Refinement of case management processes • Explicit coaching model (Prep – Year 6) • Instructional reading feedback • Peer observation • Professional development in reading • Utilisation of data to identify students requiring differentiation, targeted intervention or extension • Employment of a full time Speech Language Pathologist • Implementation of IMPACT extension program • Implementation of electronic data wall • Implementation of a differentiated reading map, outlining individual reading goals • Engagement of parents to take part in parent workshops with a focus on reading • Implementation of a whole of school home reading program
Differentiation	• Individual curriculum plans for students requiring differentiated curriculum • Personalised Learning Plans for all Indigenous students • Employment of Guidance Officer for an additional day to support students/families • Teacher aide model to support differentiation in classrooms • Implementation of a differentiated reading map • Targeted support through our Support Teacher Literacy and Numeracy
Behaviour Management/Attendance	• Continuation on with the Positive Behaviour for Learning Team • Embedded processes for the collection of data for positive and negative behaviour • Continuation of school based processes to build consistency and effective practices across the school • Implementation of Bronze/Silver/Gold award system • Further develop RISE brand • Tracked attendance data/Set attendance targets – weekly • Implementation of systematic attendance framework – reducing absenteeism • Trained teachers in functional behaviour assessment
Australian Curriculum	• Continuation of year level planning meetings • Designed an Australian Curriculum Implementation and support timeline

	• Cluster moderation using assessment folios
	• Whole school curriculum, assessment and reporting plan

Future Outlook

Boondall State School 2018
Explicit Improvement Agenda

Reading
Implement the Boondall Reading Framework with a focus on pedagogy used in reading rotations

Positive Behaviour for Learning
Embed a whole school approach to promote consistency and positive school culture
Build an expert teaching team committed to supporting PBL

Australian Curriculum
Implement success criteria to make explicit to students what they need to know and do, aligning Australian Curriculum, teaching and learning, and assessment

Priority Area	Achievement
Reading	• Consolidation and review of the BSS Reading Framework – further consistency in the reading pedagogy/rotations
	• Continuation of targeted early intervention in literacy skills
	• Refinement of case management processes
	• Explicit coaching model (Prep – Year 6)
	• Instructional reading feedback
	• Peer observation
	• Professional development in reading
	• Utilisation of data to identify students requiring differentiation, targeted intervention or extension
	• Employment of a full time Speech Language Pathologist
	• Implementation of extension program – text dependent questions
	• Continuation of electronic data wall

	• Continuation of a differentiated reading map, outlining individual reading goals
	• Engagement of parents to take part in parent workshops/events with a focus on reading
	• Targeted use of funds to train and employ teacher aides in facilitating reading rotations
	• Continuation of a whole school home reading program
	• Team learning walks each semester
Differentiation	• Individual curriculum plans for students requiring differentiated curriculum
	• Personalised Learning Plans for all Indigenous students, students with social emotional needs, students in out of home care, all students who are receiving a 'D' or 'E' in English
	• Employment of Guidance Officer for an additional day to support students/families
	• Teacher aide model to support differentiation in classrooms
	• Implementation of a differentiated reading map
	• Targeted professional learning – Inclusion Team
	• Redesign our student support model
	• Building capacity of our staff/students in assistive technologies
Behaviour Management/Attendance	• Continuation on with the Positive Behaviour for Learning Team
	• Embedded processes for the collection of data for positive and negative behaviour
	• Continuation of school based processes to build consistency and effective practices across the school
	• Implementation of Bronze/Silver award system
	• Further develop RISE brand
	• Tracked attendance data – weekly
	• Continuation of the SMS attendance process
	• Implementation of systematic attendance framework – reducing absenteeism
	• Implementation of attendance rewards
	• Implementation of lunch time activities
	• Targeted professional learning
	• Implement a referral case team focussing on behaviour intervention
	• Trained teachers in Functional Behaviour Assessments
	• Trained teacher in classroom profiling
Australian Curriculum	• Continuation of with year level planning meetings
	• Designed an Australian Curriculum Implementation timeline
	• Implementation of success criteria for English, aligning curriculum, teaching and learning and assessment

	• Cluster moderation

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	660	332	328	42	93%
2016	674	339	335	42	94%
2017	666	330	336	37	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
At Boondall State School we have a diverse student population which includes 6% indigenous students, 25% EALD and 3% students with disabilities.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
- Cyclical, collaborative year level planning
- Learning Area units developed are based on the Australian Curriculum – C2C used as a resource
- Delivery includes school focus areas – Boondall State School Reading Framework requirements, Success Criteria – teacher clarity, digital pedagogies

Our distinctive curriculum offerings:

- LOTE (German) from Prep – Year 6
- Specialists – Health and Physical Education, Dance, Music, Technology lessons Prep – Year 6
- Intra-school sports program
- Pre-Prep Transition Program and partnership with our local feeder kindergartens
- Partnership with Griffith University – Reading Success Project

Co-curricular Activities
- Instrumental music
- Choir
- Chess Club
- Code Club
- Student Council – leadership and fundraising activities organised by teachers and Year 4 – 6 students
- ANZAC Day Commemorative Services (including ANZAC March at Sandgate RSL ceremony)
- Year 6 Graduation
- Inter-house swimming carnivals Prep – Year 3, Years 4 – 6
- Inter-house athletics carnivals Prep – Year 3, Years 4 – 6
- Whole school cross country and fun run
- Barracuda Swimming Club (sub-committee of P&C) provides Friday night club events
- Visiting sports program – Auskick, Tennis, Cricket, NRL, Golf, Softball

How Information and Communication Technologies are used to Assist Learning

At Boondall State School teachers and students use information technologies to enhance teaching and learning. Computers and mobile devices are integrated as part of school life. Whilst the school has a designated computer lab and flexible learning spaces, the most powerful way that ICTs are used in the school context is in the classroom, at the point of learning.

In 2017 we have continued to improve the mobility of the types of devices utilised by teachers and students with mobile devices such as laptops and iPads being purchased and utilised throughout the school. Teachers also utilised electronic whiteboards throughout the school to assist in the delivery of the curriculum and to improve student engagement.

The school has employed a Digital Technology teacher and part of his role is to coach teachers to improve the integration of ICT's into the classroom. A Digital Technology coach works with our teachers with a view to the full integration of the Australian Curriculum Digital Technology strand by 2020. Our teachers are working hard to future proof their teaching skills. We have invested in a vast array of emerging technologies to provide exposure and opportunities for our students. The school has a coding club serving Years 4 to 6 and a robotics club that utilises many different types of robots to enhance engagement and learning.

Social Climate

Overview

Boondall State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We are a Positive Behaviour for Learning (PBL) school. PBL is an evidence based framework that ensures there is a consistent whole school approach to behaviour management. It ensures that there are high expectations of behaviour and positive social outcomes for all students.

As part of the PBL process, the whole school community engaged in developing a clear set of values, rules and expectations.
Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:
☐ Respect
☐ Independence
☐ Safety
☐ Effort

This forms the acronym RISE which is the "brand" chosen for our Positive Behaviour for Learning system. This is reinforced by universal use of the logo shown above and by timetabled lessons modelling what the values look like in practice. These lessons are planned by the PBL team in consultation with our coach and after analysing behaviour data. The lessons are delivered by the class teachers. The school recognises and celebrates students and staff displaying and enacting the RISE values through reward systems such as gotchas, staff catchas, student of the week, bronze awards, silver awards etc.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	94%	97%
this is a good school (S2035)	95%	100%	97%
their child likes being at this school* (S2001)	100%	99%	98%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	94%	94%
their child is making good progress at this school* (S2004)	93%	91%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	91%
teachers at this school motivate their child to learn* (S2007)	92%	91%	91%
teachers at this school treat students fairly* (S2008)	92%	94%	91%
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	98%
this school works with them to support their child's learning* (S2010)	85%	92%	89%
this school takes parents' opinions seriously* (S2011)	85%	96%	94%
student behaviour is well managed at this school* (S2012)	75%	90%	87%
this school looks for ways to improve* (S2013)	93%	97%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
this school is well maintained* (S2014)	95%	96%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	99%	97%	91%
they like being at their school* (S2036)	97%	98%	92%
they feel safe at their school* (S2037)	98%	97%	92%
their teachers motivate them to learn* (S2038)	97%	97%	94%
their teachers expect them to do their best* (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	90%
teachers treat students fairly at their school* (S2041)	92%	92%	88%
they can talk to their teachers about their concerns* (S2042)	88%	91%	88%
their school takes students' opinions seriously* (S2043)	86%	88%	83%
student behaviour is well managed at their school* (S2044)	86%	86%	80%
their school looks for ways to improve* (S2045)	100%	98%	95%
their school is well maintained* (S2046)	96%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	94%	93%	98%
they feel that their school is a safe place in which to work (S2070)	94%	98%	96%
they receive useful feedback about their work at their school (S2071)	86%	87%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	94%
students are encouraged to do their best at their school (S2072)	96%	98%	94%
students are treated fairly at their school (S2073)	92%	98%	98%
student behaviour is well managed at their school (S2074)	88%	98%	92%
staff are well supported at their school (S2075)	88%	96%	90%
their school takes staff opinions seriously (S2076)	88%	93%	92%
their school looks for ways to improve (S2077)	92%	98%	98%
their school is well maintained (S2078)	94%	96%	96%
their school gives them opportunities to do interesting things (S2079)	92%	91%	94%

* Nationally agreed student and parent/caregiver items
# '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

Parents and the broader community play a vital role in supporting successful learning outcomes for our

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children. Research shows that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes and positively affect student achievement. In 2017 Boondall State School released a Parent and Community Engagement Framework. The framework was created by parents, community and school representatives. It aims to identify what Boondall State School and the community does to strengthen learning outcomes for students through the use of communication, learning partnerships, community collaboration, decision-making and participation.
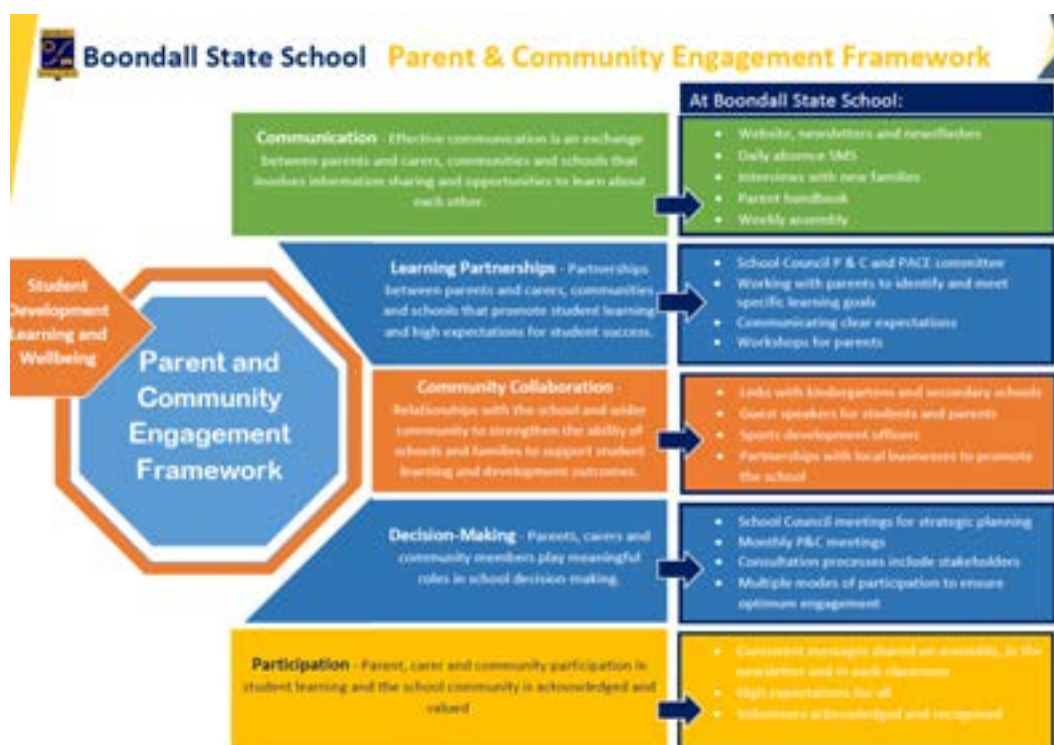
Parents were actively involved as partners in everyday school life in activities such as:

 Boondall State School Council – 2 parent representatives plus P&C President
 Development of individual education/ support plans for their children (in collaboration with the classroom teacher and the Student Support Team)
 Parent information sessions - year level information, support-a-reader, prep orientation, prep reading night
 Twice yearly parent-teacher interviews
 Classroom and excursion support
 PBL committee – parent representative
 PACE committee – parent representatives
 P&C meetings & events - support groups, discos, Mother's and Father's Days activities, tuckshop, uniform shop, banking
 School events – weekly assemblies, MADD, Pyjama reading night
MADD Night, music events – talent quest, choir and band performances

Boondall State School actively seeks to engage the community through many measures and has built a powerful learning partnership through the school council and P & C Association. The school is proactive about seeking parent consultation regarding the adjustments made to assist students with diverse needs to access and participate fully at school. Parents are partners in planning Individual Curriculum Plans, Personal Learning Plans and achievement goals for their children.

Respectful relationships programs

Boondall State School is committed to creating a culture of respect and safety within and beyond our school. Respect and safety are fundamental to the school's core values as represented as a component of RISE, our Positive Behaviour for Learning (PBL) values. Students are provided with instruction on personal safety and awareness through Health and Physical Education lessons and are taught skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe through PBL. Members of the school leadership team are trained in Respectful Relationships and are a valuable resource with regard to violence prevention and response to domestic or family violence.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	17	13	23
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

The school has a recycling program which is run by the school student leaders. We have also requested that no lighting/air conditioning/fans/ computers be left on when a room is neither in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from tanks around the school to maintain our gardens and grass. We have upgraded a large number of toilets in the school to reduce water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	202,408	
2015-2016	251,571	
2016-2017	206,779	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	48	35	<5
Full-time Equivalents	43	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	41
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $98 567. The total funds expended on teacher professional development in 2017 were $71 167 from the school budget and approximately $27 400 from Investing for Schools funds.

The major professional development initiatives are as follows:

- Mandatory staff training modules
- Student and staff wellbeing
- Team curriculum planning
- Moderation
- Data analysis
- The explicit teaching of reading
- PBL
- Digital technology
- Teacher aide professional learning
- QELi – aspirant programs

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

We increased teacher capability in data literacy and evidence based decision making through:
☐ Regular, 1-1 data discussions with the Master Teacher/ Head of Student Learning (HOSL) and leadership team line manager

☐ Whole staff sessions looking at the school's Data Profile and whole school data (A-E achievement data, behaviour data, gender, NAPLAN, benchmark and target data)

☐ Professional development on utilising and analysing One School data

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2015	94%	91%	93%	93%	93%	93%	93%	100%					
2016	94%	94%	93%	93%	93%	94%	93%						
2017	94%	94%	95%	93%	95%	93%	94%						

*Attendance rates effectively count 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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
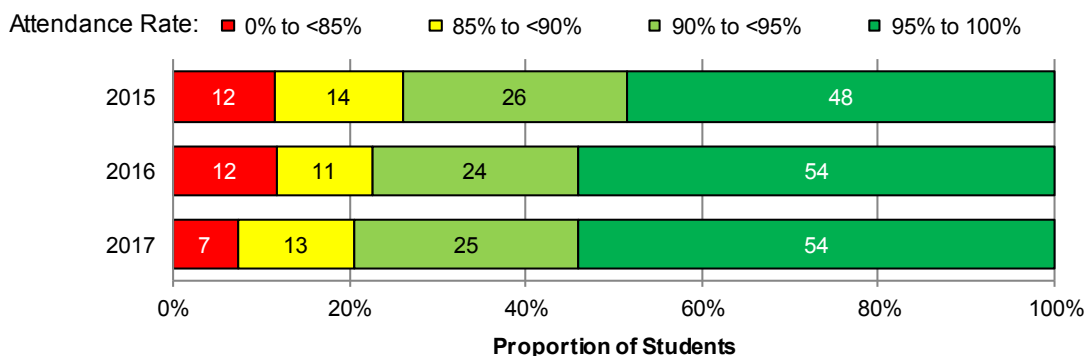
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Prompt, timely and effective follow-up processes help parents make regular attendance a priority and provide direct support to those students in greatest need. Electronic rolls are marked twice per day by classroom teachers. Parents must notify the school via the school absence line, SMS, a note or an email to explain non-attendance at school for part of or a whole day. Late arrivals and early departures are managed through the school office. All unexplained absences are referred to parents through the school's same day notification system on the day of the absence.

Unexplained absences are followed up by the class teacher and if necessary the leadership team. If a pattern of absenteeism is reported, a phone call/letter (sent via registered post) to the parent requesting explanation is made by the Principal or Deputy Principal. If this continues, then the formal process as outlined in Education Queensland policy is initiated.

The school also acknowledges students with regular attendance by providing them with certificates and other incentives.

NAPLAN

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 states **'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.