

Boondall State School

School annual report

**Queensland state school reporting**

2020



*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education

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**School Overview**

Boondall State School is proud to be one of Queensland’s Independent Public Schools (IPS). Our commitment is to create a learning environment in which each child can thrive and become an independent, creative and connected learner. We are a community of learners, committed to innovation and led by a united vision for professional excellence.

Guided by our motto, Success by Work, we offer a distinctive learning environment. At Boondall, we believe in engaging children in learning experiences that foster their independence, creativity and the connectedness needed in today’s world and our global future.

We recognise the individuality and varied abilities of our students and provide every opportunity for them to find their passion, take risks, strive to improve, succeed and learn from any set-backs.

Our school prides itself on its commitment to fostering a culture of respect, independence, safety, and effort, where students learn about and appreciate diverse beliefs and influences. It is the centre of an active and supportive community who are proud of the school’s diversity and inclusive culture.

We work to continually foster positive relationships with our families, local businesses, surrounding schools, clubs and professional associations. It is through these productive partnerships that we are able to deliver dynamic educational experiences for our students.

School progress towards its strategic goals in 2020

The school responded strongly to the COVID lockdowns and working from home. We were fortunate to have a very supportive community and committed teaching teams. We were recognised for the quality of support to families during this period. Whilst there was considerable impact during 2020 on the progression of our school improvement priorities the school made strong inroads in our priority areas.

***Priority 1 – Literacy and numeracy***

*We were successful in:*

* Refined and embedded explicit teaching frameworks for reading and writing feedback
* Student goal setting embedded in reading and writing

**Priority 2 – Targeted teaching and assessment**

We were successful in:

* Development of our whole school approach to differentiation
* Developed a collaborative planning framework for teaching teams in English
* Refined our data collection and analysis with consolidated data reports

**Priority 3 - Feedback**

We were successful in:

* Provided a structured professional learning agenda focused on our improvement priorities
* Engaged teaching staff in ‘Watching Others Work’ and ‘Learning Walks’

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**Priority 4 – Learning through community collaboration**

We were successful in:

* Welcomed all Early Childcare Providers and ran our highly successful transition program
* Expanded the focus on student and staff wellbeing

We need to continue working on:

* Building highly reliable teams
* Improving our Minimum ‘C’ standard in English and Maths
* Identifying, designing and implementing personal social capabilities
* Reviewing the roles of school leaders to create time for instructional leadership practices
* Building teacher capability

Looking Forward

Our review and analysis of our 2020 progress has led to the development of our 2021 Annual improvement Plan. We are excited to continue: the development of high performing teams through intentional collaboration and enquiry; aligning teaching practice to both the curriculum and differentiated needs of students; the implementation of personal and social capabilities and building on our priority partnerships.

We look forward to working in partnership with you during these formative years of your child’s life-long education.



Matthew Denzin,

School Principal



**Coeducational or single sex** Coeducational

#### Independent Public School Yes

**Year levels offered in 2020** Prep Year – Year 6

**Webpages** Additional information about Queensland state schools is located on the:

* [*My School*](http://www.myschool.edu.au/) website
* [Queensland Government data](http://data.qld.gov.au/) website
* Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website.

**Characteristics of the student body**

### Student enrolments

#### Table 1: Student enrolments by year level

|  |  |  |
| --- | --- | --- |
| **Year Level** | **February** | **August** |
| **2018** | **2019** | **2020** | **2018** | **2019** | **2020** |
| **Prep Year** | 97 | 114 | 93 | 95 | 116 | 91 |
| **Year 1** | 95 | 94 | 109 | 95 | 95 | 107 |
| **Year 2** | 94 | 99 | 91 | 95 | 100 | 91 |
| **Year 3** | 102 | 95 | 100 | 101 | 97 | 98 |
| **Year 4** | 92 | 108 | 93 | 94 | 110 | 94 |
| **Year 5** | 103 | 100 | 96 | 104 | 98 | 94 |
| **Year 6** | 96 | 103 | 94 | 97 | 104 | 92 |
| **Total** | 679 | 713 | 676 | 681 | 720 | 667 |

Notes

1. Student counts include headcount of all full- and part-time students at the school.

### Average class sizes

#### Table 2: Average class size information for each phase of schooling

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Levels** | **2018** | **2019** | **2020** |
| Prep – Year 3 | 25 | 24 | 23 |
| Year 4 – Year 6 | 25 | 24 | 25 |

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

## Social climate

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [*School Opinion Surve*](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools/schoolopinionsurvey)*y* [webpage](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools/schoolopinionsurvey).

|  |  |
| --- | --- |
| **Table 3: Parent/Caregiver Survey** |  |
| **Percentage of parents/caregivers who agree¹ that:** | **2018** | **2019** | **2020** |
| My child is getting a good education at this school. | 93.0% | 95.3% |  |
| This is a good school. | 94.6% | 96.5% |  |
| My child likes being at this school.² | 94.8% | 98.8% |  |
| My child feels safe at this school.² | 91.4% | 96.5% |  |
| My child's learning needs are being met at this school.² | 94.8% | 94.2% |  |
| My child is making good progress at this school.² | 94.8% | 90.7% |  |
| Teachers at this school expect my child to do his or her best.² | 98.3% | 98.8% |  |
| Teachers at this school provide my child with useful feedback about his or her school work.² | 91.4% | 93.0% |  |
| Teachers at this school motivate my child to learn.² | 93.1% | 94.2% |  |
| Teachers at this school treat students fairly.² | 86.2% | 89.2% |  |
| I can talk to my child’s teachers about my concerns.² | 98.3% | 95.3% |  |
| This school works with me to support my child's learning.² | 96.4% | 93.0% |  |
| This school takes parents’ opinions seriously.² | 85.2% | 82.9% |  |
| Student behaviour is well managed at this school.² | 82.8% | 85.7% |  |
| This school looks for ways to improve.² | 94.8% | 96.4% |  |
| This school is well maintained.² | 96.6% | 91.7% |  |

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

|  |  |
| --- | --- |
| **Table 4: Student Survey** |  |
| **Percentage of students who agree¹ that:** | **2018** | **2019** | **2020** |
| I am getting a good education at my school. | 95.3% | 97.5% |  |
| I like being at my school.² | 90.7% | 92.6% |  |
| I feel safe at my school.² | 91.5% | 95.1% |  |
| My teachers motivate me to learn.² | 94.3% | 98.4% |  |
| My teachers expect me to do my best.² | 100.0% | 99.2% |  |
| My teachers provide me with useful feedback about my school work.² | 94.3% | 95.1% |  |
| Teachers at my school treat students fairly.² | 85.0% | 90.1% |  |
| I can talk to my teachers about my concerns.² | 82.7% | 93.4% |  |
| My school takes students’ opinions seriously.² | 90.3% | 95.9% |  |
| Student behaviour is well managed at my school.² | 78.8% | 94.2% |  |
| My school looks for ways to improve.² | 95.2% | 99.2% |  |
| My school is well maintained.² | 95.3% | 95.8% |  |
| My school gives me opportunities to do interesting things.² | 95.3% | 99.2% |  |

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

|  |  |
| --- | --- |
| **Table 5: Staff Survey** |  |
| **Percentage of staff who agree¹ that:** | **2018** | **2019** | **2020** |
| I enjoy working at this school. | 95.6% | 90.4% |  |
| I feel this school is a safe place in which to work. | 93.3% | 92.3% |  |
| I receive useful feedback about my work at this school. | 91.1% | 86.3% |  |
| I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas. | 100.0% | 97.0% |  |
| Students are treated fairly at this school. | 97.8% | 98.0% |  |
| Student behaviour is well managed at this school. | 95.6% | 84.3% |  |
| Staff are well supported at this school. | 86.7% | 82.4% |  |
| This school takes staff opinions seriously. | 84.1% | 80.4% |  |
| This school looks for ways to improve. | 100.0% | 96.2% |  |
| This school is well maintained. | 95.6% | 94.2% |  |
| This school gives me opportunities to do interesting things. | 88.4% | 80.0% |  |

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [*Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*](https://ppr.qed.qld.gov.au/pp/managing-student-absences-and-enforcing-enrolment-and-attendance-at-state-schools-procedure); and [*Roll Marking in State Schools*](https://ppr.qed.qld.gov.au/pp/roll-marking-in-state-schools-procedure)*,* which outline processes for managing and recording student attendance and absenteeism.

### School disciplinary absences

#### Table 6: Count of school disciplinary absences at this school

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of school disciplinary absence** | **2018** | **2019** | **2020** |
| Short Suspension | 31 | 28 | 24 |
| Long Suspension | 5 | 1 | 1 |
| Exclusion | 1 | 0 | 0 |
| Total | 37 | 29 | 25 |

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [*My School*](http://www.myschool.edu.au/) website.

***How to access our income details***

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



1. Click on *View School Profile* to access the school’s profile.



1. Click on *Finances* and select the appropriate year to view school financial information.



Staff profile

## Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

* 1. a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
	2. a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
	3. another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

* <https://www.qct.edu.au/registration/qualifications>

## Workforce composition

### Staff composition, including Indigenous staff

#### Table 7: Workforce composition for this school

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Teaching staff** | **Non-teaching staff** | **Indigenous staff** |
| **2018** | **2019** | **2020** | **2018** | **2019** | **2020** | **2018** | **2019** | **2020** |
| Headcount | 49 | 49 | 46 | 36 | 34 | 33 | <5 | <5 | <5 |
| FTE | 44 | 45 | 42 | 21 | 20 | 19 | <5 | <5 | <5 |

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

# Student performance

## Key student outcomes

### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years’ attendance data should not be made.

|  |  |
| --- | --- |
| **Table 8: Overall student attendance at this school** |  |
| **Description** | **2018** | **2019** | **2020** |
| Overall attendance rate for students at this school | 93% | 93% | 90% |

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

**Table 9: Student attendance rates for each year level at this school**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Level** | **2018** | **2019** | **2020** |
| Prep Year | 94% | 93% | 89% |
| Year 1 | 94% | 93% | 89% |
| Year 2 | 94% | 93% | 91% |
| Year 3 | 93% | 93% | 90% |
| Year 4 | 92% | 93% | 90% |
| Year 5 | 94% | 93% | 90% |
| Year 6 | 91% | 94% | 89% |

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [*My School*](http://www.myschool.edu.au/) website.

***How to access our NAPLAN results***

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



1. Click on *View School Profile* of the appropriate school to access the school’s profile.



1. Click on *NAPLAN* and select a year to view school NAPLAN information.



Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.