



Boyne Island State School

School annual report

Queensland state school reporting

2020



OFFICIAL – Public

Published as information source only.
Public information used to create this report may not appear in this format in the public domain
Please refer to disclaimer information.

Notable Achievements in 2020

- Optiminds - Finalist (21 years continuous entrant)
- Lego Robotics team competed in Gladstone Competition and First Lego League
- 8% of Port Curtis Sports Representatives for a school representing 4% of population
- Wakakirri competed for sixth year by video entry
- Instrumental Music – Concert and Beginning Bands
- Year 3 Recorder Band was offered as music extension
- Vocal Club rehearsed and performed

Contact details

Postal Address	PO Box 3266 Tannum Sands 4680
Phone	(07) 4979 9333
Fax	(07) 4979 9300
Email	principal@boyneislandss.eq.edu.au
Website	https://boyneislandss.eq.edu.au

Disclaimer

The materials presented in this report are distributed by the Department of Education (the department) as an information source only.

The information and data in this report is subject to change without notice.

The department makes no statements, representations, or warranties about the accuracy or completeness of, and you should not rely on, any information contained in this report.

The department disclaim all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you might incur as a result of the information in this report being inaccurate or incomplete in any way, and for any reason.

Despite our best efforts, the department makes no warranties that the information in this report is free of infection by computer viruses or other contamination.

School overview

Boyne Island State School offers a friendly and caring environment in which all students are encouraged to develop a love of learning. It is a smaller school with big ideas offering a warm, nurturing environment, where children and teachers alike are challenged by an exciting and progressive curriculum. We create an environment that is enthusiastic, challenging and supportive so that students strive to their personal best as active and responsible citizens.

Established in 1953, and with a present enrolment of 415, it has the motto 'A Healthy Mind in a Healthy Body'. The vision is for all students to: STRIVE, THINK, CREATE. Mastery of literacy and numeracy is highly valued. Consistent, high, academic performance with extended learning opportunities is provided. Integration of learning technology into all aspects of the curriculum occurs.

Excellence in teaching and learning is a key focus of our skilled and motivated workforce. Facilities include fully air conditioned classrooms, an extensive computer network and a Resource Centre and Hall with performing arts area. The school program a home reading program; instrumental music, with woodwind brass and percussion lessons, and ensembles; a primary choir and recorder band and a strong environmental education focus.

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](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) 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	49	73	70	53	79	68
Year 1	53	56	75	55	54	70
Year 2	43	62	54	44	61	52
Year 3	61	50	60	62	55	59
Year 4	45	68	50	47	68	49
Year 5	63	49	64	63	47	64
Year 6	58	64	50	60	65	48
Total	372	422	423	384	429	410

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	25	23
Year 4 – Year 6	24	26	23

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.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum.

Our approach to curriculum delivery

- Undertake Daily 5 Literacy and numeracy work in reading, writing (CAFÉ), spelling (Words Their Way) and numeracy
- Implement English, Maths, Science, Music, PE from EQ resources
- Humanities and Social Sciences focused on 21st Century skills and general capabilities such as inquiry
- Language Other Than English (LOTE) – Auslan Year 2 to 6
- Home reading expected for all students
- ICT programs to practice work at level. Undertake one 30minute session in each program at school or further in class rotations.

Available on-line to be undertaken at home

- Lexia - Prep to Year 4
- Mathletics— Prep to Year 6
- Raz Reading— Prep to Year 6
- 'You Can Do It' Program to enhance personal development - persistence, resilience, organisation, getting along, confidence.

Follows parade Friday

- Swimming Program: Term 1 – Year 1 to 2 and Term 4 – Year 3 to 6 (Swim caps compulsory)

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps.

- Lego Robotics and Optiminds
- Vocal Club (Choir) Year 2-6
- Wakakirri—song-story performance item
- Instrumental Music— Brass Woodwind and Percussion Year 4 - 6
Extension Class in Year 3 as preparation
- 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. Yr 5 onwards, Yr 4 if talented in the sport
- Representative Sport through Port Curtis and Capricornia
- Student Council & Captains
- Green & Healthy Club– Year 2 to 6
- Gardening Club
- Library Monitors Yr 5-6
- National Academic Competitions—Year 3 to 6
- Before and after School sport activity programs
- Excursion Program

How information and communication technologies are used to assist learning

- Learning software accessed at school and home for literacy and numeracy i.e. Mathletics & Lexia & Raz Reading
- 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

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 Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	98.2%	100.0%	
This is a good school.	96.5%	100.0%	
My child likes being at this school. ²	94.7%	100.0%	
My child feels safe at this school. ²	96.5%	100.0%	
My child's learning needs are being met at this school. ²	96.5%	100.0%	
My child is making good progress at this school. ²	93.0%	100.0%	
Teachers at this school expect my child to do his or her best. ²	98.2%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	96.5%	100.0%	
Teachers at this school motivate my child to learn. ²	96.5%	98.0%	
Teachers at this school treat students fairly. ²	94.7%	100.0%	
I can talk to my child's teachers about my concerns. ²	98.2%	98.0%	
This school works with me to support my child's learning. ²	98.2%	100.0%	
This school takes parents' opinions seriously. ²	89.1%	97.9%	
Student behaviour is well managed at this school. ²	87.5%	98.0%	
This school looks for ways to improve. ²	94.7%	100.0%	
This school is well maintained. ²	91.2%	98.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	91.6%	99.1%	
I like being at my school. ²	84.0%	93.5%	
I feel safe at my school. ²	89.2%	96.3%	
My teachers motivate me to learn. ²	93.3%	100.0%	
My teachers expect me to do my best. ²	98.3%	100.0%	
My teachers provide me with useful feedback about my school work. ²	92.4%	99.1%	
Teachers at my school treat students fairly. ²	81.2%	98.1%	
I can talk to my teachers about my concerns. ²	76.7%	85.7%	
My school takes students' opinions seriously. ²	76.5%	93.1%	
Student behaviour is well managed at my school. ²	67.2%	81.9%	
My school looks for ways to improve. ²	90.6%	96.2%	
My school is well maintained. ²	92.4%	97.1%	
My school gives me opportunities to do interesting things. ²	85.8%	95.3%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	96.6%	100.0%	
I feel this school is a safe place in which to work.	100.0%	97.1%	
I receive useful feedback about my work at this school.	96.6%	97.1%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	64.7%	90.5%	
Students are treated fairly at this school.	100.0%	97.1%	
Student behaviour is well managed at this school.	93.1%	97.1%	
Staff are well supported at this school.	93.1%	97.1%	
This school takes staff opinions seriously.	96.6%	97.1%	
This school looks for ways to improve.	100.0%	97.1%	
This school is well maintained.	93.1%	97.1%	
This school gives me opportunities to do interesting things.	92.9%	93.9%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

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](#); and [Roll Marking in State Schools](#), 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	10	22	12
Long Suspension	0	2	0
Exclusion	0	0	0
Total	10	24	12

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](#) 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.



The screenshot shows a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

3. Click on *View School Profile* to access the school's profile.

[View School Profile](#)

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances" (which is highlighted), "VET in schools", "Senior secondary", and "Schools map".

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 -

- (a) 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
- (b) 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
- (c) 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	25	28	32	21	22	24			
FTE	22	25	26	13	15	15			

Notes

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

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%	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.

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

Year Level	2018	2019	2020
Prep Year	92%	93%	89%
Year 1	93%	92%	88%
Year 2	92%	93%	88%
Year 3	94%	93%	90%
Year 4	93%	92%	92%
Year 5	93%	94%	90%
Year 6	93%	94%	86%

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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the [My School](#) website.

		% Upper Two Bands (U2B) — achievement												
		This school					2008–19	Nation			QSS	SQSS		
		2008	2016	2017	2018	2019		2008	2018	2019	2019	2017	2018	2019
Year 3	R	22.9	50.9	47.8	68.9	57.1		39.5	53.2	52.8	48.1	A	A	A
	W*	33.3	53.6	41.3	38.1	40.4		44.6	41.9	50.9	44.2	A	S	S
	S	16.7	50.0	50.0	59.0	43.5		37.5	46.6	47.9	45.7	A	A	S
	GP	13.9	64.3	63.0	59.0	56.5		40.5	53.1	56.7	50.3	A	A	A
	N	11.8	42.9	48.9	60.7	40.4		33.5	39.2	39.6	32.5	A	A	A
Year 5	R	18.9	48.1	36.7	45.2	47.7		27.4	38.6	37.1	33.1	A	A	A
	W*	13.5	17.0	12.1	6.5	20.5		26.2	13.7	16.9	13.0	S	S	A
	S	10.8	24.5	25.9	25.8	25.0		25.8	34.5	33.9	30.7	S	S	S
	GP	8.1	50.9	29.3	30.6	43.2		33.3	35.5	34.2	35.7	S	S	A
	N	5.4	21.2	30.0	24.2	34.9		20.6	27.6	29.0	25.1	A	S	A

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.

School sector ▼
School type ▼
State ▼
Q

3. Click on *View School Profile* of the appropriate school to access the school's profile.

View School Profile

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

School profile
NAPLAN ▼
Attendance
Finances
VET in schools
Senior secondary
Schools map

- 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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.