



Boyne Island State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Contact information



Queensland
Government

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Notable Achievements in 2018

- Eisteddfod award winners for Speech & Drama, Instrumental Performance & Vocal
- Optiminds - Finalist (19 years continuous entrant)
- Smilie Pushcart entrant in Maryborough Technology Competition
- Lego Robotics competed in Rockhampton and First Lego League
- 9.2% of Port Curtis Sports Representatives for a school representing 4% of population
- Wakakirri competed for fourth year at Sunshine Coast
- All Naplan indicators at or above Nation WITH a good participation rate of students also above National average.
- Construction completd of the hall extension for performing arts centre.
- Carpark in Pittsbay Cresecnt completed



School overview

Boyne Island State School offers a friendly and caring environment in which all students are encouraged to develop a love of learning and strive for their personal best in all areas of school life.

Boyne Island State School 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 425, 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.

School progress towards its goals in 2018

- Successful learners
 - Fifty percent (50%) of students were above Year level expectations for their reading age
 - Students in Year 3&5 were at or above the Nation in 30 out of 30 indicators for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in National Testing (NAPLAN)
 - Numerical understanding developed with pre and post data analysis indicating improvement
- Great People
 - Focussed lessons being clear and explicit about what was to be learned and assessed
 - Outstanding indicators achieved on the collegially reviewed Continuums of Practice
 - School Council operating under Independent Public School (IPS) governance structure
 - Responsible Behaviour Plan implemented with high rates of student satisfaction continued

Future outlook

The emerging priorities identified in the 2018 Annual Implementation Plan

- Develop problem solving, creative thinking and collaborative learning through providing opportunities for real world experiences ie. HASS, numeracy
- Achieving growth in learning each year through early identification and intervention focus
- Raise awareness of respectful relationships and build student resilience
- Supporting the health, safety and wellbeing of our teachers and school leaders



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	338	361	384
Girls	155	159	189
Boys	183	202	195
Indigenous	31	38	33
Enrolment continuity (Feb. – Nov.)	88%	92%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The student body is not a very diverse group of students. Most families work for the industries in the Gladstone area. Enrolments of students with a disability increased in 2018.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	25
Year 4 – Year 6	25	29	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

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
- Integrated Studies focussed on 21st Century skills and general capabilities incorporating History, Geography and Health outcomes from Australian Curriculum
- Language Other Than English (LOTE) - Japanese Year 4 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 4 (Swim caps compulsory)

Co-curricular activities

- Lego Robotics, Smilie Pushcart (2018) and Optiminds
- Wakakirri—song-story performance item
- Instrumental Music— Strings Year 5 –6
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
- Vocal Club (Choir) Year 2-6
- 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

Overview

- 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 successes of Resilience, Persistence, Confidence, Organisation and Getting Along
- There is a proactive response to bullying including a student reporting system and an annual bullying survey of all Year 4 to 6 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	97%	98%
• this is a good school (S2035)	98%	89%	96%
• their child likes being at this school* (S2001)	100%	92%	95%
• their child feels safe at this school* (S2002)	98%	92%	96%
• their child's learning needs are being met at this school* (S2003)	98%	92%	96%
• their child is making good progress at this school* (S2004)	98%	92%	93%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	97%	96%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	96%
• teachers at this school treat students fairly* (S2008)	93%	92%	95%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	98%
• this school works with them to support their child's learning* (S2010)	98%	97%	98%
• this school takes parents' opinions seriously* (S2011)	93%	86%	89%
• student behaviour is well managed at this school* (S2012)	90%	86%	88%
• this school looks for ways to improve* (S2013)	98%	94%	95%
• this school is well maintained* (S2014)	98%	92%	91%

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	96%	92%
• they like being at their school* (S2036)	91%	83%	84%
• they feel safe at their school* (S2037)	98%	88%	89%
• their teachers motivate them to learn* (S2038)	99%	97%	93%
• their teachers expect them to do their best* (S2039)	98%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	92%
• teachers treat students fairly at their school* (S2041)	91%	87%	81%
• they can talk to their teachers about their concerns* (S2042)	84%	74%	77%
• their school takes students' opinions seriously* (S2043)	94%	74%	77%
• student behaviour is well managed at their school* (S2044)	87%	74%	67%
• their school looks for ways to improve* (S2045)	96%	95%	91%
• their school is well maintained* (S2046)	98%	91%	92%
• their school gives them opportunities to do interesting things* (S2047)	97%	92%	86%



Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	97%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	65%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	95%	97%	100%
• student behaviour is well managed at their school (S2074)	95%	94%	93%
• staff are well supported at their school (S2075)	95%	100%	93%
• their school takes staff opinions seriously (S2076)	95%	91%	97%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	93%

* Nationally agreed student and parent/caregiver items.

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

Parent and community engagement

- Individual Support plans document the adjustments to assist students with diverse learning needs
- 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

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The schools value of respect particularly for the feelings of others is developed through the keys of the 'You Can Do It' program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	5	10
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



Environmental footprint

Reducing this school's environmental footprint

School is 'Earth Smart' with strategies to reduce waste, electricity use and improve habitat. Efficient use of air conditioners is promoted. The student 'Green and Healthy' team promoted a weekly litter free lunch, energy audit and litter reduction campaign.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	57,447	144,677	146,311
Water (kL)	4,407	5,046	3,989

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

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.

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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	25	21	0
Full-time equivalents	22	13	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	22
Diploma	1
Certificate	

*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 2018 were \$27 385.74.

The major professional development initiatives are as follows:

- Literacy and Numeracy
- National Curriculum
- Inquiry and/or problem based learning
- Explicit Instruction
- Profiling for Essential Skills of Behaviour
- Spelling 'Words Their Way'
- Mentoring and Coaching

The proportion of the teaching staff involved in professional development activities during 2018 was 100%



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	89%	88%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	92%
Year 1	94%	93%	93%
Year 2	94%	93%	92%
Year 3	94%	94%	94%
Year 4	96%	93%	93%
Year 5	94%	93%	93%
Year 6	93%	93%	93%

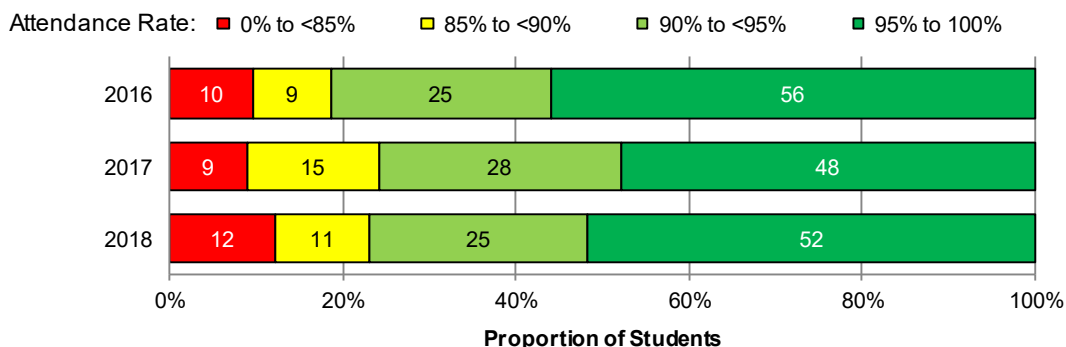
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Roll marking occurs twice a day electronically, morning and afternoon. An SMS alert is sent home each day for unexplained absences. 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 1-6 have attendance as one criteria of the Recognition Reward scheme each Term.



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										U2B Improvement Relative to Nation							
		This School					Nation			QSS	SQSS		This School		Qld State Schools				
		2008	2015	2016	2017	2018	2008-18	2008	2017	2018	2018	2016	2017	2018	2017-18	2008-18	2017-18	2008-18	
Year 3	R	22.9	47.9	50.9	47.8	58.9		39.5	51.5	53.2	50.5	A	A	A	19.4	32.3	5.3	10.5	
	W*	33.3	56.3	53.6	41.3	36.1		44.6	44.6	41.9	37.2	A	A	S	-2.5	5.4	2.4	8.8	
	S	16.7	50.0	50.0	50.0	59.0		37.5	46.6	46.6	45.1	A	A	A	8.0	33.2	0.7	17.0	
	GP	13.9	52.5	64.3	63.0	59.0		40.5	55.5	53.1	46.3	A	A	A	-1.6	32.5	-7.2	12.4	
	N	11.8	37.5	42.9	48.9	60.7		33.5	39.8	39.2	36.0	A	A	A	12.4	43.2	1.9	13.0	
Year 5	R	18.9	35.0	48.1	36.7	45.2		27.4	37.0	38.6	34.4	A	A	A	6.9	15.0	-1.6	4.8	
	W*	13.5	10.0	17.0	12.1	6.5		26.2	15.8	13.7	9.9	A	S	S	-3.5	5.4	0.6	6.0	
	S	10.8	32.5	34.5	25.9	25.8		25.8	34.3	34.5	28.8	S	S	S	-0.3	6.3	-0.1	3.5	
	GP	8.1	42.5	50.9	29.3	30.8		33.3	34.4	35.5	32.3	A	S	S	0.2	20.3	1.5	9.1	
	N	5.4	19.0	21.2	30.0	24.2		20.6	27.9	27.6	24.2	S	A	S	-5.5	11.8	-0.1	5.8	
Year 7	R	13.6						24.6	29.0	26.9	22.5							3.0	1.9
	W*	20.5						24.7	16.5	13.5	9.7							-0.6	0.6
	S	18.2						26.9	32.9	30.3	27.0							-1.0	1.8
	GP	18.2						22.5	28.8	29.1	23.8							1.1	-1.8
	N	9.3						28.9	33.1	28.9	21.3							0.7	-2.2
Year 9	R							20.0	21.0	20.9	17.5							2.4	4.7
	W*							20.8	15.4	11.7	7.0							-0.1	2.7
	S							21.3	22.2	23.7	19.8							-2.2	0.5
	GP							17.4	19.0	20.2	22.5							2.2	7.5
	N							22.1	24.0	25.8	18.7							1.1	3.3

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.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

View School Profile

4. Click on 'NAPLAN' to access the 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.

