

# Boronia Heights State School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

Boronia Heights State School was established in 1990 offering a coeducational program to students from Prep to Year 7. The school is located in the west Logan suburb of Boronia Heights, within the South East Region of Education Queensland.

Boronia Heights State School is a professional learning community with an agreed set of practices for continuous improvement in student learning. We believe that:

Every student, in every class, each day, will experience educational success, and personal growth and development through our provision of an accessible, engaging and challenging personalised curriculum.

We believe that this will be achieved through:

- Quality teaching and learning informed by research and practice.
- Differentiated practice informed by data.
- High expectations for the success of all students and teachers.
- Contemporary pedagogy.
- Early identification of needs and proactive intervention.
- Social, emotional and behavioural support programs.
- Allocation of resources in pursuit of improved student learning including extensive professional learning opportunities that ensure staff have the opportunity to collaborate, analyse student work and engage in contemporary classroom practice
- Access to a range of digital learning technologies.
- Enhanced academic, sporting, cultural, artistic and community citizenship programs.
- Collective leadership.
- Effective partnerships within and beyond the school community where parents are valued and actively participate in their child's learning.
- Acknowledgement and celebration of success.

The school is an active and productive participant of the local state school network, 'Logan West Cluster', consisting of seven neighbouring schools, five primary and two high schools. Together we continue to provide valuable joint projects and programs aimed at meeting specific needs of the students, including programs such as Music, Literacy, LOTE, Science and leadership. Together our actions and behaviours reflect our collective commitment towards the education and support of our local communities.

This report articulates the achievements of the school in delivering student improvement in line with systemic targets and in maintaining our commitment to provide every student in every class, each day, educational success.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

In 2013 we set about establishing a teaching and learning environment with an explicit improvement agenda including:

- A safe and supportive learning culture delivered through SWPBS, Proactive Intervention and Extension, 1:1 case management for priority student groups, Chaplaincy, parental and community engagement and training, enrichment, and academic success.
- Building staff capacity through parallel leadership and instructional coaching of, and by key staff.
- Targeted use of data for differentiated practice, establishing personalised learning for identified student groups. Data being purposefully collected, interrogated and utilised for explicit instruction.
- Consistency of effective teaching and learning with pedagogical frameworks encompassing cognitive demand, and monitored through goal setting and feedback loops for students and staff.

This was achieved through:

- Implementation of the Australian Curriculum by embracing the system generated 'Curriculum into the Classroom' resources to leverage consistency and renewal for classroom practice.
- Collection and analysis of data in and from the One School platform.
- Differentiation plans established in the targeted area of Reading.
- Identification and delivery of strategies for best practice.
- Coaching and mentoring enacted as everyday practice, developing pedagogy and differentiation.
- Continued implementation of the Literacy National Partnership School arrangements.
- Continued implementation of School Wide Positive Behaviour Support to enable a core focus on Teaching and Learning.
- Establishment of an Indigenous Partnership Agreement.

As a result of this focus, the school achieved commendable NAPLAN results as follows:

- Across Years 3, 5 and 7 met the most National Minimum Standards (10) since the introduction of NAPLAN testing in 2008.
- Year 3 Reading, Spelling, Grammar and Punctuation results are the highest they have been since the introduction of NAPLAN testing in 2008.
- Year 5 Spelling results are the highest they have been since the introduction of NAPLAN testing in 2008.
- Year 7 Grammar and Punctuation results are the highest they have been since the introduction of NAPLAN testing in 2008.
- The improvement of the Year 5 students compared to their Year 3 NAPLAN testing in 2010 is greater than the National rate of improvement across all areas during this period.
- The improvement of the Year 7 students compared to their Year 5 NAPLAN testing in 2010 is greater than the National rate of improvement in all areas during this period.

### Future outlook

Throughout 2014 we will:

- Continue to effectively implement the National Curriculum through the consistent school wide use of Curriculum into the Classroom (C2C) units for English, Mathematics, Science and History.
- Transition to School Wide Positive Behaviour Support (SWPBS) Tier II; consolidate schoolwide processes and provide targeted intensive intervention for identified students.
- Develop school-wide frameworks for pedagogy and for cognitive demand.
- Continue to personalise learning for identified student groups through differentiation diamond
- Focus on reading improvement

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	659	334	325	88%
2012	620	308	312	89%
2013	640	306	334	92%

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

### Characteristics of the student body:

Boronia Heights State School offers an inclusive approach to learning and supported the needs of 17 students (February enrolment capture) with disabilities through our Special Education Program in 2013. This program supports educational inclusion by providing adjustments for students verified as primarily having Autism Spectrum Disorder, Intellectual Impairment or Speech Language Impairment. We also monitor and support the needs of all students through our Positive Intervention and Extension Committee.

Our school was identified as an Aboriginal and Torres Strait Islander Focus School in 2010, with strategies being developed to close the gap and support the needs of the Aboriginal and/or Torres Strait Islander students enrolled at the school. A huge achievement in 2013 was the participation of students in the indigenous film competition.

The school also supported the needs of 14% of students with language backgrounds other than English.

Where possible, our school chooses to offer single year level classes. Only when numbers necessitate, composite classes are formed

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	23
Year 4 – Year 7 Primary	24	27	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

The School Disciplinary Absences data above reflects the sustained high expectations of the school in providing a safe, supportive and disciplined learning environment for students, staff and community members.

A clear and concise behaviour management program, School Wide Positive Behaviour Support (SWPBS), is implemented across the whole school and is based on taking responsibility for self and making good choices. The school is currently embarking on Tier II of this program.

Recent SWPBS data indicates that there has been considerable improvement in student behaviour:

- School disciplinary absence weekly rate decreasing from 3.18 in 2011 to 2.05 in 2012, 1.36 at the end of Term 1 2013.
- The percentage of students attending end of term reward sessions for appropriate behaviour climbing from 64% in 2011 to 85.5% at the end of Term 3, 2012 , 92% for 2013.
- Student opinion data reflecting that *behaviour is well managed* 89.4%, greater than State 82.2% and like schools 80.5%.

Parent opinion data reflecting that *my child is happy at this school* 100%.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	104	66	52
Long Suspensions - 6 to 20 days	18	9	3
Exclusions	2	2	1
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Our school implements the objectives of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework and the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Unique to Boronia Heights State School in 2013, we also offered:

- Early Years' Metalinguistics.
- SWPBS Social Skills Program.
- Mathletics online learning.
- Earth Keepers – environmental program for selected Year 6 students.
- Jolly Phonics (Prep-Year 3).
- Words Their Way spelling program.
- Boronia Bytes – academic enrichment for identified students.
- Project 600 – online learning through the Brisbane School of Distance Education.
- Cluster Days of Excellence.
- Premier's Reading Challenge.
- Spelling Bee.
- Number Fact Challenge.

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### Extra curricula activities

Our school offered the following extra-curricular activities in 2012:

#### Sporting

- Interschool sports: AFL, Rugby League, Rugby Union, Touch Football, Basketball, Softball, Netball, Volleyball, Cricket and Soccer.
- Intra-school sports program developing skills and knowledge for interschool sport.
- Intra-house Athletics Carnivals.
- Representative school sport.
- Early Years' Swimming Program.

#### Cultural Arts

- Instrumental music program offering participating children free tuition in brass, percussion and woodwind instruments.
- Choir.
- Senior Band.
- Cluster Instrumental Music Camp.
- School Talent Quest.

#### Community

- ANZAC Day.
- NAIDOC Week.
- Environmental Club: School Eco Captains, Class Eco Captains, Senior Eco Team, Class Power Rangers, gardening, recycling, worm farming, Logan Leaf Festival, Earth Keepers.
- U8's Day.
- Sun Safety Awareness.
- Book Fair.
- Life Education – Drug and alcohol awareness.
- Parent Ready Reader and metalinguistic sessions.

## How Information and Communication Technologies are used to assist learning

In 2013 wireless internet was installed across the school to enable the use of mobile technologies including iPads and laptops to be used anywhere at any time for teaching and learning. These resources compliment the Smartboard interactive whiteboards, digital cameras, Computers for Teachers (C4T) laptop computers and school computer lab.

Smartboard interactive whiteboards in every classroom are used every day in curriculum delivery. This includes, but is not limited to, small group and whole class use of teacher made lessons in Smart Notebook (Smartboard software), digital texts from DVDs or websites such as YouTube or Teacher tube and interactive digital programs for Literacy and Numeracy development.

Digital cameras (still and video) are used in a variety of ways, which include: documenting and supporting students' learning, the creation of class-made visual texts, Claymation, stop animation and digital art projects.

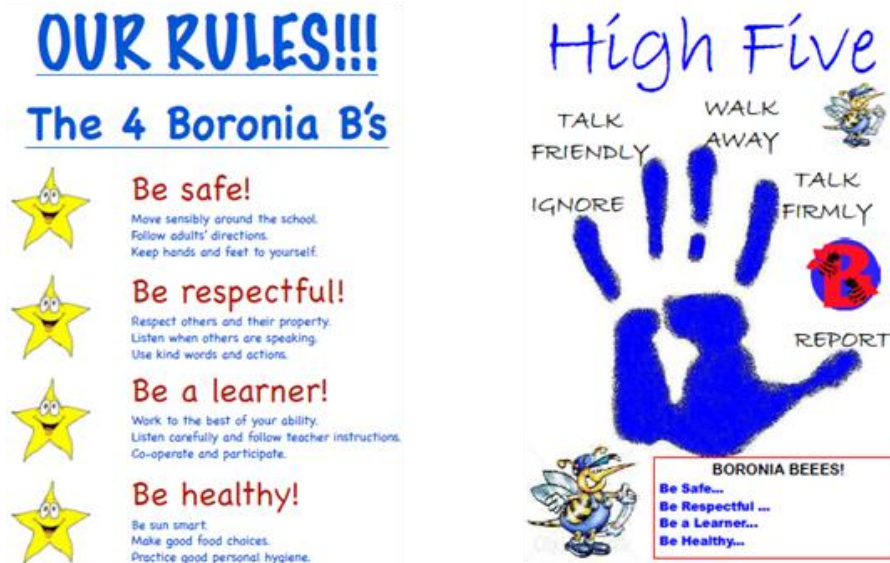
The school computer lab contains a class set of desktop computers and an interactive whiteboard, and is used regularly by classes for specific computer skill lessons and projects.

Teachers use C4T laptop computers to research and prepare lessons, record student data, and for professional development purposes.

The internet based Mathematics program Mathletics, was provided free of charge to the students through the generous support of the Boronia Heights State School Parents' and Citizens' Association. This program allows students to access self-paced learning at their own level 24/7.

Students are also utilising technology for blended 21<sup>st</sup> Century learning, connecting students to expert people and information beyond the confines of the classroom walls. Close to one hundred students were also connected throughout the year to Brisbane School of Distance Education staff on a weekly basis in targeted areas of Literacy and Numeracy.

## Social climate



We believe that children are responsible for their learning and behaviour. We also believe that children have the right to be safe and have the right to learn. Children are encouraged to make appropriate choices to behave in a way that will allow themselves and other children to learn, teachers to teach and the school community to be safe. The School Wide Positive Behaviour Support program was introduced in 2010 providing clear processes and procedures for acknowledging appropriate behaviour whilst effectively dealing with inappropriate behaviours. In most cases, as part of the learning process, children remember their responsibilities with simple rule reminders.

We also operate a Behaviour Room which enables students to focus on their behaviour and understand how this impacts upon their learning and the learning of those around them. The focus is on making responsible choices and getting along with others. Our school also offers a chaplaincy program providing pastoral care, family guidance and holiday programs for many students. The school's Chaplain provides an important link between home and school for families in need of assistance and support.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Satisfaction and community confidence across the board in 2013 is amongst the highest it has ever been, above like and State school data in the vast majority of areas for the first time ever. SWPBS, higher expectations, student success in a variety of academic, sporting, cultural and citizenship activities, as well as a strong sense of community engagement have all contributed significantly to a positive, welcoming and inviting learning environment.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	92%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	94%	96%
their child's learning needs are being met at this school* (S2003)	84%	85%
their child is making good progress at this school* (S2004)	82%	85%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%
this school works with them to support their child's learning* (S2010)	97%	100%
this school takes parents' opinions seriously* (S2011)	97%	96%
student behaviour is well managed at this school* (S2012)	84%	88%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	97%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	97%
they like being at their school* (S2036)	95%	94%
they feel safe at their school* (S2037)	88%	92%
their teachers motivate them to learn* (S2038)	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%
teachers treat students fairly at their school* (S2041)	88%	92%
they can talk to their teachers about their concerns* (S2042)	87%	96%
their school takes students' opinions seriously* (S2043)	81%	95%

# Our school at a glance

student behaviour is well managed at their school* (S2044)	89%	97%
their school looks for ways to improve* (S2045)	98%	100%
their school is well maintained* (S2046)	96%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	99%

## Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		96%
they feel that their school is a safe place in which to work (S2070)		96%
they receive useful feedback about their work at their school (S2071)		93%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		96%
student behaviour is well managed at their school (S2074)		98%
staff are well supported at their school (S2075)		95%
their school takes staff opinions seriously (S2076)		93%
their school looks for ways to improve (S2077)		98%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		94%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



## Involving parents in their child's education

We are very proud of our school and promote a team approach where everyone works together in providing quality educational opportunities. We value and respect the differences between all members of the school community and promote strong and productive partnerships between home and school.

The school Parents' and Citizens' Association (P&C) is the main consultative body which provides services and support to the school community including tuckshop, uniform shop, Outside School Hours Care, and Mothers' and Fathers' Day stalls. P&C meetings provide a forum for discussion of educational issues as well as dealing with many matters affecting our school. The P&C holds a significant role in decision making about school policy, goal setting, annual plans (including budgeting), social activities, improvements to the grounds and provision of equipment. In this way, the members are included in the provision of quality education for the students. As needs arise, parent membership is invited for special committees set up for specific purposes. The P&C meets the second Tuesday of each month at 6.00pm in our staffroom.

Our school makes invaluable use of parents and volunteers who have a few spare hours to spend working in a variety of capacities in classrooms or across the general school. Many parents assist with class Reading, Maths or Art. Parents and community members often assist with presentations to students regarding their occupation or particular interests or skills. To support volunteers and parents to assist with learning, we provide parent workshops for parents including Support-a-Reader and Support-a-Talker. We are always investigating opportunities to host workshops for our parents.

Annually, the school conducts an open afternoon for parents to meet new teachers and familiarise themselves with teacher expectations and class routines. Newsletters are sent home every second Wednesday with the youngest child in each family. It is also available by accessing the school website and through subscription to our email list. Classes also send out their own letters for a variety of purposes during the year. Parents and community members are welcome to attend our weekly assemblies every Friday morning. News, award presentations and entertainment items are regular features.

Reporting to parents occurs formally at the end of each semester with students being issued with a written report that is accompanied with a teacher interview.

## Reducing the school's environmental footprint

The effort of the School Environmental Management Program (SEMP) team in 2013 has been recognised by Logan City Council, winning the 2013 Sustainable School Award for their work establishing environmental practices for sustainability, biodiversity, environmental citizenship and leadership at our school. They have also been recognised as one of three school finalists for the 2013 Premier's Sustainability Awards. A top achievement and recognition to the staff, students, volunteers and partners involved!

The work of the SEMP team has included:

- Environmental leadership through Earth Keepers, Power Ranges and Eco Captain initiatives.
- Annual presentations at the Logan Eco Festival (LEAF).
- Paper, food and popper recycling.
- Worm farming, composting and gardening.
- Partnerships with Logan City Council, Wild Mountains, Toohey Forest Environmental Centre and Jacobs Well Environmental Centre.
- Science week and Earth Hour initiatives including displays, competitions and workshops.
- Litter free Fridays.
- Reduction in landfill and increasing biodiversity through planting.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	149,639	2,071
2011-2012	156,993	1,982
2012-2013	139,941	2,595

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

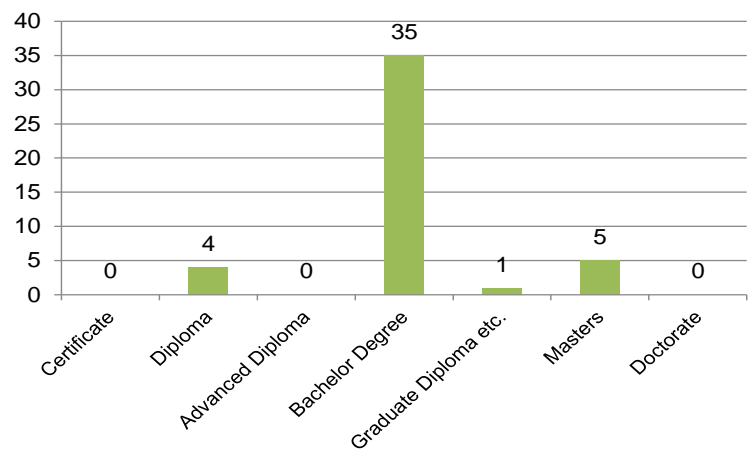
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	45	23	<5
Full-time equivalents	39	16	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.	1
Masters	5
Doctorate	0
<b>Total</b>	<b>45</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 26,031.19

The proportion of the teaching staff involved in professional development activities during 2013 was 100%

The major professional development focus areas for 2013 were:

- Reading: Phonics, QAR, Vocabulary, Meta-linguistics.
- Spelling: Phonics, Words Their Way.
- Facilitation of the National Curriculum.
- Effective pedagogy: Effect size, strategies for effective feedback, WALT and WILF, data collection and analysis.
- School Wide Positive Behaviour Support and effective classroom management skills.
- Gifted and Talented identification.
- Embedding Aboriginal and Torres Strait Islander Perspectives.

A number of school-based *Learning Cafés* were also held in 2012. The introduction of *Learning Cafés* enabled staff who attended external professional development, or who had expertise in a specific area, to share this with others, at no cost to the school. These included

- Building Blocks to Reading Success
- Torch Data Analysis
- Guided Reading
- Differentiation.
- Word Matters – book club.
- Smartboard/Mathletics/Edstudios digital resources.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

## Our staff profile

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

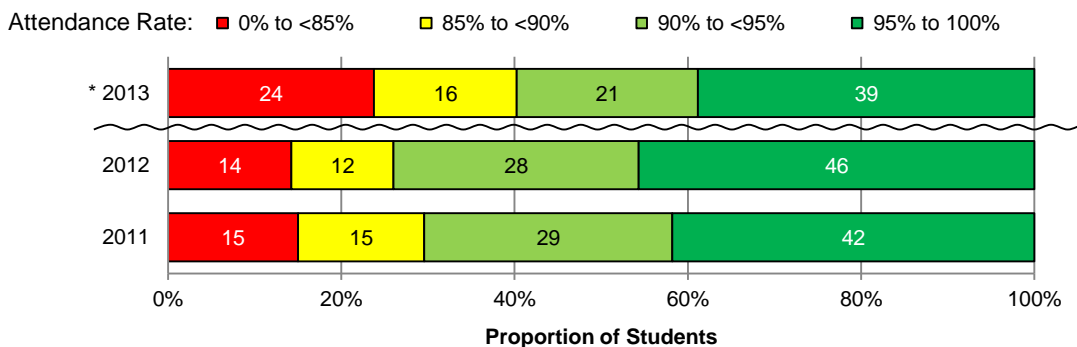
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	92%	93%	91%	91%	93%	92%					
2012	91%	92%	91%	94%	92%	92%	93%					
2013	90%	91%	90%	91%	92%	89%	89%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



# Performance of our students

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is a priority at Boronia Heights State School. Class rolls were marked twice per day in the manner outlined in SMS-PR-036. Rolls were collected and re-distributed every Monday so that data could be entered into SMS by our Administrative Staff. By Monday afternoon SMS reports were then generated and given to the Deputy Principals to review student attendance.

Towards the end of 2012, staff started transitioning to the use of One School for electronic roll marking in preparation for schoolwide electronic roll marking in 2013.

Deputy Principals make contact in writing or by phone with families to discuss the reasons for any unexplained absences. Meetings are arranged to support attendance if necessary. We follow the flow chart outlined in SMS-PR-029 (MSA-1) very closely so that absenteeism can be addressed. This is an ongoing process so that our standard of "Every Child... Every Day... Every Class... On Time..." can be addressed and upheld.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The employment of an Indigenous Education Worker to liaise between families and the school to support attendance and engagement, as well as the school's completion of the Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) program and action plan, has led to our involvement with Dare to Lead and the development of a cluster wide partnership agreement.

This partnership finalised in 2012, clearly sets out the expectations and commitment of the school and community in addressing the actions of the Aboriginal and Torres Strait Islander Action Plan.

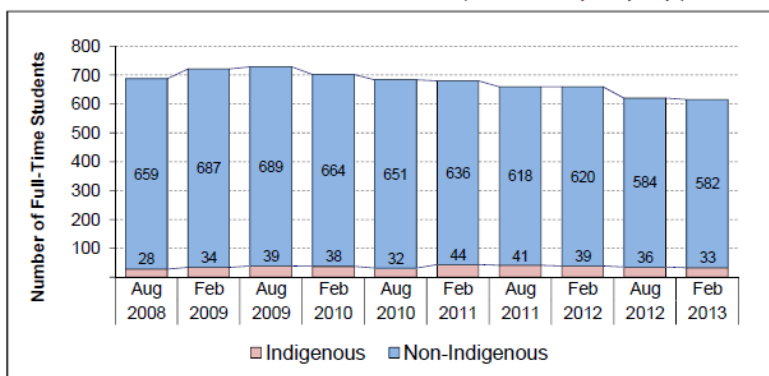
Currently the school is actively implementing the following key improvement strategies to close the gap:

- Acknowledgement of Country and the presence of flags are integral parts of our school environment.
- Indigenous staffing of the school is prioritised.
- Mutual trust and respect are developed by following protocols of local Indigenous communities, and being further strengthened through the development of a partnership agreement.
- EATSIPS is strongly represented across the curriculum and pedagogical practices within the school.
- Staff commitment towards EATSIPS and the closing the gap agenda through ongoing professional development and monitoring of performance, achievement, attendance and engagement.
- Participation in the iDream project.

Enrolment numbers of Aboriginal and Torres Strait Islander students remained high in 2013 as represented in the graph below, accounting for 6% of total school enrolments in 2013.

The average attendance of Aboriginal and Torres Strait Islander students for 2012 was 89.8% up 0.5% from 2011, but below that of the school average of 92.3%. This outcome was unexpected due to the increased efforts in monitoring and communicating attendance as reported in the section regarding 'how non-school attendance is managed', as well as the employment of an indigenous education worker to assist liaise with families regarding non-attendance.

### Enrolment Full-Time Counts (excludes pre-prep)



Student academic performance cannot be accurately reported due to the limited number of indigenous students undertaking NAPLAN at any given time (maximum of six and minimum of four students across Years 3, 5 and 7 testing). The following results should be interpreted with caution:

Year 3 Reading and Writing performance was above non-indigenous performance averages and higher than the State and Regional mean. There was minimal gap in the area of Number with the mean performance being higher than the State but below the Region. In all areas of Year 3 the gap between indigenous and non-indigenous students was significantly less (negative gap in Reading and Writing) than the State and Regional gap.

Year 5 Writing performance was above indigenous performance averages and higher than the State and Regional mean. Reading and Number was below non-indigenous performance averages with the gap between indigenous and non-indigenous students less (negative gap in Writing) than the State and Regional gap. The mean performance in Number was above State but below the Regional mean with the mean performance in Reading below State and Regional performance.

Year 7 Reading, Writing and Number performance was below non-indigenous performance averages with the gap comparable to the Region in Writing and Number with a lesser gap than the State across all areas.