

Boronia Heights State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The School Annual Report for 2014 provides a summary of key responses undertaken by the school in its delivery of the school's 2014 Annual Implementation Plan and budget. It is also an opportunity to recognise and celebrate the many positive events and achievements that occurred during 2014.

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.

School progress towards its goals in 2014

Improvement Agenda

- Reading improvement consistent with state-wide improvement targets
- Spelling improvement consistent with state-wide improvement targets
- Every student:
 - achieving the National Minimum Standard for literacy and numeracy for their year level; or
 - have an evidence-based plan, developed by the school, in place to address their specific learning difficulties.
- Minimum 20% of students achieving U2B across all NAPLAN domains.

Priority Areas of Development

- Student Performance: particularly in the priority areas of Reading, Spelling and Number
- Implementation of National Curriculum: English, Mathematics, Science, History and Geography
- Instructional Feedback Loops: individual student goal setting, action planning and achievement monitoring
- School Wide Positive Behaviour Support (SWPBS) Tier II: Essential Skills, Functional Behaviour Analysis and targeted group support
- Parental/Community Engagement: strengthening the partnership for improved learning outcomes
- BHSS Pedagogical Framework: Refining and enhancing highly effective teaching practices.

Strengthen community engagement Future outlook

Continue to effectively implement the National Curriculum through the consistent school wide using adaption 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 through the adoption of Reading Benchmark Assessment (BAS) across the school.

Introduction and implementation of levelled Literacy Intervention in the early years.

Develop and strengthen student identification and extension for students in the upper two bands.

Strengthen community partnerships including Headstart to learning, AFL Academy and partnerships with community groups.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	620	308	312	89%
2013	640	306	334	92%
2014	706	335	371	89%

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 2014. 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 2014 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		
	2012	2013	2014
Prep – Year 3	22	23	22

Phase	Average Class Size		
	2012	2013	2014
Year 4 – Year 7 Primary	27	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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.

Increases in SDA data reflects the school taking a stand to ensure a safe supportive environment for all students with clear and consistent expectations.

Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	66	52	116
Long Suspensions - 6 to 20 days	9	3	1
Exclusions [#]	2	1	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 2014, we also offered:

- Early Years' Metalinguistics.
- SWPBS Social Skills Program.
- Athletics 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.

Extra curricula activities

Our school offered the following extra-curricular activities in 2014:

- 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.

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

HC3 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.

The development of the iPads for teachers program was the next step in moving teaching and learning towards integration of ICT. 20 teachers were part of the initial pilot of this software and professional development was held to ensure that staff developed It literacy. This program was also used to build professional sharing and communication between staff.

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 21st 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.

OUR RULES!!!

The 4 Boronia B's

Be safe!

Move sensibly around the school.
Follow adults' directions.
Keep hands and feet to yourself.

Be respectful!

Respect others and their property.
Listen when others are speaking.
Use kind words and actions.

Be a learner!

Work to the best of your ability.
Listen carefully and follow teacher instructions.
Co-operate and participate.

Be healthy!

Be sun smart.
Make good food choices.
Practice good personal hygiene.

High Five

TALK FRIENDLY

IGNORE

WALK AWAY

TALK FIRMLY

REPORT

BORONIA BEEES!

Be Safe...
Be Respectful ...
Be a Learner...
Be Healthy...

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.

The development of the Positive Place as a rewards room where students could be recognised for excellence in behaviour was a major program. Support from P&C and OSHC to purchase games, TV, Nintendo Wii and other activities made this a great success.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	91%	92%	91%

Performance measure

Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this is a good school (S2035)	97%	100%	96%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	94%	96%	94%
their child's learning needs are being met at this school* (S2003)	84%	85%	87%
their child is making good progress at this school* (S2004)	82%	85%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%	91%
teachers at this school motivate their child to learn* (S2007)	94%	100%	94%
teachers at this school treat students fairly* (S2008)	91%	96%	87%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	96%
this school works with them to support their child's learning* (S2010)	97%	100%	87%
this school takes parents' opinions seriously* (S2011)	97%	96%	83%
student behaviour is well managed at this school* (S2012)	84%	88%	87%
this school looks for ways to improve* (S2013)	94%	100%	91%
this school is well maintained* (S2014)	97%	100%	94%

Performance measure

Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	97%	94%
they like being at their school* (S2036)	95%	94%	91%
they feel safe at their school* (S2037)	88%	92%	93%
their teachers motivate them to learn* (S2038)	97%	98%	97%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	94%
teachers treat students fairly at their school* (S2041)	88%	92%	89%
they can talk to their teachers about their concerns* (S2042)	87%	96%	90%
their school takes students' opinions seriously* (S2043)	81%	95%	91%
student behaviour is well managed at their school* (S2044)	89%	97%	78%
their school looks for ways to improve* (S2045)	98%	100%	96%
their school is well maintained* (S2046)	96%	97%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	97%	99%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	94%
they feel that their school is a safe place in which to work (S2070)		96%	9
they receive useful feedback about their work at their school (S2071)		93%	91%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	97%
student behaviour is well managed at their school (S2074)		98%	88%
staff are well supported at their school (S2075)		95%	88%
their school takes staff opinions seriously (S2076)		93%	90%
their school looks for ways to improve (S2077)		98%	97%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		94%	91%

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

'Agree' represents the 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 2014 has been again recognised by Logan City Council who have financially supported our school.

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		
Years	Electricity kWh	Water kL

2011-2012	156,993	1,982
2012-2013	139,941	2,595
2013-2014	141,917	3,663

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.

Our staff profile

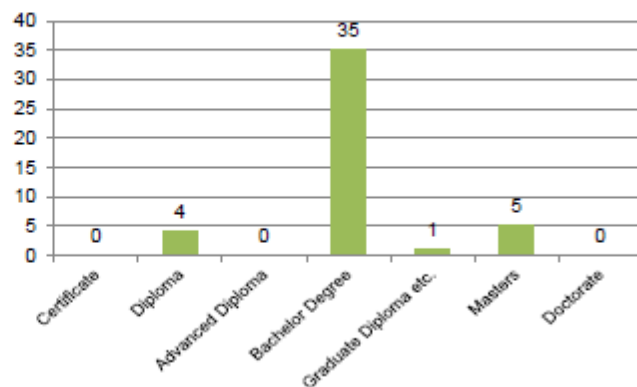
Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	51	23	<5
Full-time equivalents	43	17	<5

Qualification of all teachers

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
Total	45



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2014 were \$ 26,031.19

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

The major professional development focus areas for 2014 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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	90%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

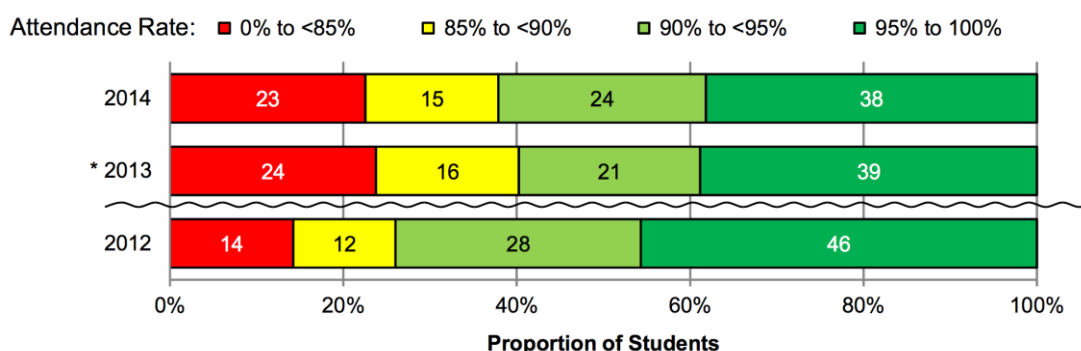
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	92%	91%	94%	92%	92%	93%					
2013	90%	91%	90%	91%	92%	89%	89%					
2014	87%	91%	91%	91%	90%	92%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

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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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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.

As at 19 February 2015. The above values exclude VISA students.

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