

Boronia Heights State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The School Annual Report for 2015 provides a summary of key responses undertaken by the school in its delivery of the school's 2015 Annual Implementation Plan and budget. It is also an opportunity to recognise and celebrate the many positive events and achievements that occurred during 2015.

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 2015

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
- Having 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.

PROGRESS TOWARDS GOALS 2015	
Reading	89% of year 3 reading reached NMS. 92.5% of year 5 reading reached NMS. Improvements are trending upwards at each juncture.
Spelling	89% of year 3 spelling reached NMS. 91.3% of year 5 reading reached NMS. Improvements are trending upwards at each juncture.
Numeracy	91.5 of year 3 numeracy reached NMS. 95.1 of year 5 numeracy reached NMS. Improvements are trending upwards at each juncture.
Evidenced Based Planning	Data is gathered and used to inform planning for the school, year level and student achievement standard.
Curriculum Planning	ACARA English, Maths, Science and History syllabi are in place. Geography was introduced in 2015 and will be consolidated in 2016.
Professional Learning Team Goals	Teaching staff have begun the professional learning team cycle and are using this process to report on student achievement and plan for improved success for students using an individual goal tracking template.
SWPBS/PBL	SWPBS has moved to PBL (Positive Behaviour for Learning) mid 2015. Goals will be re-established and clarified in 2016.
Community Engagement	Positive partnerships within the school community continue to grow with partnerships with Logan City Council, RSL Greenbank and the Benevolent Society well established.
Pedagogical Framework	Building Blocks to Reading Success strategies are in place with production of accompanying Pedagogical Framework to occur in 2016.

Future outlook

- Continue to effectively implement the National Curriculum through the consistent school wide use and adaption of Curriculum into the Classroom (C2C) units for English, Mathematics, Science, History and Geography.
- Transition to Positive Behaviour for Learning (PBL) through the development of structured lessons plans and definitions of minor and major behaviours affecting learning.
- 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.
- Strengthen community partnerships including Headstart to learning, AFL Academy and partnerships with community groups.

2016 IMPROVEMENT AGENDA	
Reading	Continue use of BAS. Continue focused professional development of staff. Continue intervention and support strategies. Continue goal setting and curriculum implementation. Continue coaching and mentoring programs.
Attendance	Develop strategies and supports for families including the use of ID Attend. Provide support staff to monitor success.
Professional Learning Teams	Continue implementation of Professional Learning Teams linked to student achievement. Provide quality professional development for team leaders to devolve responsibilities to year level cohorts.
PBL	Provide support staff to lead and monitor progress towards full implementation. Develop lesson plans and strategies for whole of school use. Monitor and review success over time.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	640	306	334	28	92%
2014	706	335	371	36	89%
2015	660	300	360	35	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>)

Characteristics of the student body:

Boronia Heights State School offers an inclusive approach to learning and supported the needs of 37 students with disabilities through our Special Education Program in 2015. 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 PACE Committee.

Our school was identified as an Aboriginal and Torres Strait Islander Focus School in 2010, and continues to build strategies to close the gap and support the needs of the Aboriginal and/or Torres Strait Islander students enrolled at the school.

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

Our school ICSEA is in the 26th percentile.

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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	25	24	23

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	52	116	67
Long Suspensions - 6 to 20 days	3	1	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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), now PBL, 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.

Curriculum delivery

Our approach to curriculum delivery

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 2015, 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.

Extra curricula activities

Our school offered the following extra-curricular activities in 2015:

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
- Under 8's Day
- Environmental Club: School Eco Captains, Class Eco Captains, Senior Eco Team, Class Power Rangers, gardening, recycling, worm farming, Logan Leaf Festival, Earth Keepers.
- 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 improve 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

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

WALK AWAY

IGNORE

TALK FIRMLY

REPORT



BORONIA BEEES!

Be Safe...

Be Respectful ...

Be a Learner...

Be Healthy...

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 2015 this was changed to Positive Behaviour for Learning (PBL).

Strategies are in place for supported student learning to occur as needed. Individual students may also have a management plan that is personalized to their needs. 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:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	91%	90%
this is a good school (S2035)	100%	96%	87%
their child likes being at this school (S2001)	100%	96%	90%
their child feels safe at this school (S2002)	96%	94%	97%
their child's learning needs are being met at this school (S2003)	85%	87%	90%
their child is making good progress at this school (S2004)	85%	91%	87%
teachers at this school expect their child to do his or her best (S2005)	96%	96%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	91%	79%
teachers at this school motivate their child to learn (S2007)	100%	94%	87%
teachers at this school treat students fairly (S2008)	96%	87%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	97%
this school works with them to support their child's learning (S2010)	100%	87%	80%
this school takes parents' opinions seriously (S2011)	96%	83%	79%
student behaviour is well managed at this school (S2012)	88%	87%	77%
this school looks for ways to improve (S2013)	100%	91%	87%
this school is well maintained (S2014)	100%	94%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	94%	94%
they like being at their school (S2036)	94%	91%	94%
they feel safe at their school (S2037)	92%	93%	95%
their teachers motivate them to learn (S2038)	98%	97%	93%
their teachers expect them to do their best (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	99%	94%	92%
teachers treat students fairly at their school (S2041)	92%	89%	91%
they can talk to their teachers about their concerns (S2042)	96%	90%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	95%	91%	91%
student behaviour is well managed at their school (S2044)	97%	78%	85%
their school looks for ways to improve (S2045)	100%	96%	98%
their school is well maintained (S2046)	97%	93%	94%
their school gives them opportunities to do interesting things (S2047)	99%	93%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	94%	94%
they feel that their school is a safe place in which to work (S2070)	96%	97%	92%
they receive useful feedback about their work at their school (S2071)	93%	91%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	83%	83%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	97%	97%
student behaviour is well managed at their school (S2074)	98%	88%	83%
staff are well supported at their school (S2075)	95%	88%	89%
their school takes staff opinions seriously (S2076)	93%	90%	89%
their school looks for ways to improve (S2077)	98%	97%	97%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	94%	91%	94%

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

Parent and Community Engagement

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. In late 2015 a move was made to digital newsletters. The newsletter 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 by a parent/teacher interview.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	139,941	2,595
2013-2014	141,917	3,663
2014-2015	170,043	2,729

*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.

The effort of the School Environmental Management Program (SEMP) team in 2015 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.

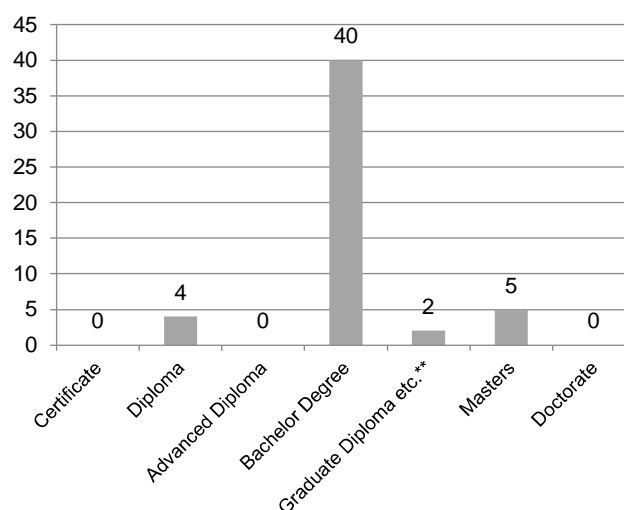
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	51	25	<5
Full-time equivalents	44	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	2
Masters	5
Doctorate	0
Total	51



*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 total funds expended on teacher professional development in 2015 were \$43 288.

The major professional development initiatives are as follows:

- Reading: Phonics, QAR, Vocabulary, Meta-linguistics.
- Spelling: Phonics, Words Their Way.
- Facilitation of the National Curriculum.
- Effective pedagogy: Effect size, feedback, WALT/WILF, data collection and analysis.
- Positive Behaviour for Learning (PBL) Support and effective classroom management skills.
- Embedding Aboriginal and Torres Strait Islander Perspectives.
- Learning Cafés were also held in 2015 including- Building Blocks to Reading Success, Guided Reading, Differentiation, Word Matters – book club, Smartboard/Mathletics/Edstudios digital resources.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	89%

The student attendance rate 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.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

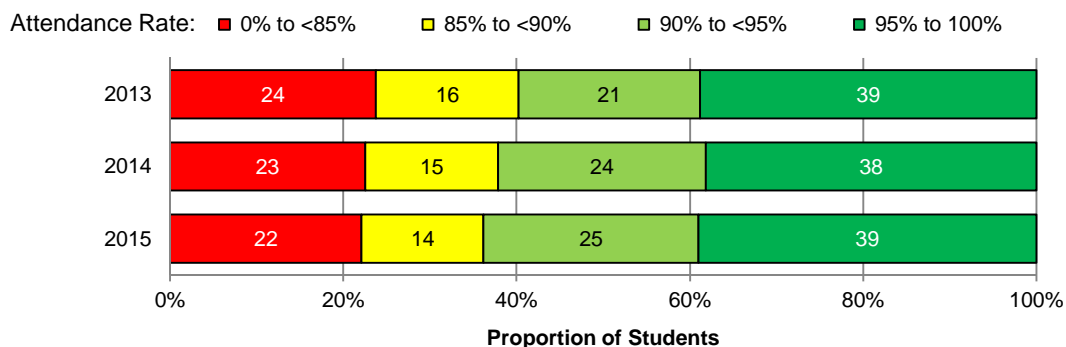
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	88%	90%	91%	90%	91%	92%	89%	89%
2014	90%	87%	91%	91%	91%	90%	92%	92%
2015	90%	90%	90%	90%	91%	92%	89%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

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 with the use of One School for electronic roll marking in preparation for schoolwide electronic roll marking.

Designated staff 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. Staff 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.

The introduction of ID Attend in late 2015 is another major step in making communication with families more accessible.

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/>.

To access our NAPLAN results, 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School NAPLAN information is available by selecting ‘**NAPLAN**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.