



Bounty Boulevard State School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Bounty Boulevard State School is a contemporary, co-educational, state primary school, which caters for students from the preparatory year to year six. The school has modern, flexible learning spaces and provides diverse learning pathways for students, within a vibrant community of learners. The focus on Learning, Love and Laughter, supports students to be individual, self-directed and lifelong learners who have the skills, knowledge and understandings to make a difference in our world. The school community celebrates the love of learning, and upholds the school's values of respect for ourselves and others. The school is a place of laughter, where students are happy, engaged, feel safe and are proud to achieve their best and be unique. Curriculum strengths include: challenge-based learning, English, mathematics, digital learning spaces, student learning portfolios, science, information communication technology, creative arts, engagement in global communities, active citizenship, student leadership and sport. Bounty Boulevard State School creates rich learning opportunities for all students and provides opportunities for students to engage in Book-a-Night, instrumental music, drama groups, choirs and the student council. Bounty Boulevard State School has an active parent community which is represented by members of the P&C and School Council.

Principal's Foreword

Introduction

Bounty Boulevard State School is situated in the North Lakes catchment area. The school has experienced rapid growth since it opened in 2009. This is reflected in the number of student enrolments totalling 1281 by the end of 2016. Bounty Boulevard State School comprises a harmonious multi-cultural student body representing 48 different nationalities. Our multicultural community is valued and is acknowledged during the year in events such as Harmony Day and NAIDOC week, and through our units of work. Our Indigenous student numbers are small, just 37 students. Combined with our Pan Pacific students they represent 11% of the student body.

At Bounty Boulevard State School, we implement the Australian Curriculum (ACARA) supplemented by DET, C2C documents. To support our high expectations of student learning outcomes, teachers engage in data discussions, moderation of student work both internally and with cluster schools and work alongside students to set student learning goals.

Bounty has very experienced and diversely talented staff that is focused on 21st Century learning for our students. We support digital pedagogy through the seamless use of iPads in every classroom. In the second semester of 2015 our school strategically changed direction from having designated iPad classes to becoming a highly inclusive and socially just iPad school in 2016. We achieved this by dissolving the B Connected classes and having an expectation that all classes would enjoy a multi-model delivery. Our students are 21st Century learners and digital technologies are deeply embedded in all curriculum areas. Our school is still firmly a BYOD school and we believe that our students should use iPads as a tool for learning.

Our school ethos: *Learning, Love and Laughter* encompasses our values of Respect: Respect for learning, Respect for property and environment, Respect for self and Respect for others. These values are defined and articulated through our Positive Behaviour for Learning (PBL) committee.

The performing arts at BBSS has developed considerably over the years and now features significantly on our school calendar. In 2016 the junior drama club performed *Aladdin Trouble* and the seniors performed the *Lion King*. Both productions very well patronised by our school community. We support instrumental programs, school choirs (which perform at community events), senior and junior drama productions and a talent quest for students in Yrs 3 – 6.

Bounty Boulevard State School will continue to encourage strong parent and community partnerships; the focus of which will always be to improve learning outcomes for students. Parents are encouraged to engage with the many workshops offered on site which are facilitated by a number of our highly skilled staff. At Bounty we have a number of volunteers. Their contribution to student learning is very much appreciated.

School community communication is managed through a multimodal approach which includes Class / Parent Bloomz communication, School Website, School-wide SMS Alert System (SMS4Schools), Newsletter Publication (Schoolzine), QSchools, QParents, LED front signage and School and P&C Facebook pages.

Facilities / WPHS

- Travel Choices initiative
- Painted yellow poles around school to support visually impaired students
- Successful application to have manned crossing (Lolly Pop)
- Quotes for bubblers and shade structures
- Completed fencing and shade for Prep
- Staff carpark gate installed
- Heath & Wellbeing committee established
- Completed the ASA, reviewed incidents in a timely manner
- Recognised the necessity to get more staff trained as a WHSA (Workplace Health and Safety Advisor) and HSR (Health and Safety Representative)
- Organised and conducted Art Auction, staff functions and events

Each year an Annual Implementation Plan (AIP) is completed. Please see the website tab for this strategic document. The foci for 2016 are as follows:

- Literacy
- Numeracy
- Positive Behaviour for Learning (PBL)
- Attendance Retention Attainment
- Parent & Community Engagement
- Transition (Both -Early Years & High School)
- Workforce Planning

Bounty Boulevard was approved as an Independent Public School in December 2015. The subsequent appointment of a School Council in 2016 afforded Bounty Boulevard the opportunity to strategically promote on curriculum innovation and focus on improving student outcomes.

In 2016 IPS funded an additional teacher in Semester 2. Funding was also put into long term provisions to replace ageing assets in our school. As principal of Bounty Boulevard State School I pride myself in working very closely with the staff and community to ensure the efficient good order and management of the school. My aim is to continue to build strong educational partnerships with the whole school community and continue to strive for excellence and raise our academic standard.

School Progress towards its goals in 2016

Successful Investing for School Funding (14S) for 2016 (previously Great Results Guarantee funding)

- Literacy
 - Numeracy
 - Positive Behaviour for Learning (PBL)
 - Employment of specialists to enhance oral literacies & digital pedagogy
 - Build staff capacity to maximise student learning outcomes and pedagogical alignment
 - Promote parent and community engagement
- Embed the implementation of the researched based Archer & Hughes Explicit Instruction teaching model
 - Augmentation of support for literacy and numeracy through additional TA hours

Future Outlook

- Primary focus on literacy and numeracy, specifically on reading and writing, problem solving and place value, science - implementation of Primary Connections – P-6
- Positive Behaviour Learning (PBL)
- Fostering Early Years network and authentically linking with our C & K providers to ensure we continue to have quality transition program from Kindy to Prep
- Continue innovation - IPS providing an educational point of differentiation which is research based
- Embed explicit teaching model of Archer and Hughes
- Embed pedagogical framework to improve alignment across our school
- Embed a culture of teacher observation and feedback to improve performance and reshape our pedagogical practice
- 2016 saw the reconfiguration of our workforce plan to introduce Head of Student Services - HOSS and recruited a permanent Head of Curriculum - HOC to deliver the Australian Curriculum and improve alignment and delivery across our growing school
- Admin continue to be responsive to our community by strategically sourcing staff from across the state to match our school's changing needs
- Embed parallel leadership in our school to increase leadership density of our staff and students
- Continue to support Aspirant Leaders program which was piloted in 2016
- Continue to perpetuate the educational alliance/partnerships with North Lakes State College, Mango Hill State School and Moreton Down State School to support best practice and bring deeper authenticity to external moderation. Broker future professional development and successfully transitioning our students with disabilities to high school
- Continue to build a culture of data analysis to inform our practice, enhance differentiation and staff uploading data onto OneSchool
- Continue the employment of Digital Resource-teacher and the purchase of the Infiniti program to create a virtual e-connection for our students & staff to access remotely
- Continue the employment of Digital Resource Teacher Aide position 1.0, (shared between 2 staff) , to monitor the e-collection and hard copy of resourcing within our Learning Innovation Centre
- Health & Wellbeing of both students and staff to continue as an ongoing priority beyond 2016
- Continue to work with the School Council to provide strong governance in our school. (School Council conducted 6 meetings in their first year and endorsed numerous policies e.g. Responsible Behaviour Management Plan for students).
- Continue to review staffing model to meet our growing school community's needs.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1099	527	572	27	91%
2015*	1175	579	596	33	92%
2016	1282	608	674	40	93%

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 2016, 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

Overview

Bounty Boulevard State School is part of the growing North Lakes community which comprises predominantly young families which are reflected in our rapidly increasing student enrolment. Although the majority of homes in the area are owner occupied, a growing percentage are rental properties. Our school enjoys strong cultural diversity. Australian Defence Force families are an integral part of the Bounty family and are supported by a Defence School Transition Aide (DSTA) who works at our school three days a week. We have 65 students from ADF families. 12% of students have English as an additional language/dialect (EAL/D).

During 2016 the SEP moved from a total of 57 students verified under the EAP process to 71.

Student Council

In 2016 the umbrella of the student leadership was quite large with 14 school leaders including captains, vice captains, house captains and student leaders. An initiative for 2017 will be the addition of an arts captain.

- The student council, comprising 14 school leaders, attended the Halogen Student Leadership Conference
- Ministries continued across the schools in eight different areas.
- Four school leaders participated in the Pine Rivers Cluster of Student Leadership Meetings
- Gold Coin Days were implemented to support charities

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	24
Year 4 – Year 7	26	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*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

Curriculum Delivery

Our Approach to Curriculum Delivery

- Completion of a Whole School Curriculum and Assessment Overview
- Development of whole school programs for English, mathematics, and science
- Introduction (from Term 3) of the Stepping Stones program for Mathematics
- Embedding of diagnostic assessment schedules
- Introduction of whole school vocabulary focus – Word of the Week
- Development and implementation of Bounty Boulevard units of work, reflecting Australian Curriculum expectations and standards of achievement
- Introduction of data discussion in cohort forums
- Establishment of high quality internal moderation opportunities

Investing for Success - \$431,272 to support:

- Literacy & Numeracy. Semester 1- Additional Teacher Aide deployment with a focus on Prep -2 Early Years intervention.
- Speech Pathologist 0.4
- Occupational Therapist 0.4
- Digi Teacher 1.0
- Digi Teacher Aide 2x 0.5
- Cohort leaders in each year level took on greater responsibility in 2016
- Support model evolved in 2016 -Intervention focus primarily was on Literacy and Numeracy
- Year Level Planning coordinated by Head of Curriculum to improve alignment and delivery of curriculum
- Parent Information sessions conducted by staff (minimal uptake)

Co-curricular Activities

Sport

- The majority of Yr 5-6 students participated in Gala Days each term. Their behaviour was exceptional and we achieved some success in all sports. BBSS was one of only a handful of schools who attended all 4 gala days.
- As winners of the district cricket Gala Day, BBSS cricketers attended the regional T20 Blast day at Caboolture in Term 4. They did very well and we were all proud of their achievements.
- Approximately 30 students in Yr 4-6 participated in a state-wide weekend touch football competition in November at Redlands Showgrounds.
- Girls in Yr 5-6 participated in a state-wide netball competition and had some excellent results. Netball is very strong here at Bounty. We're hoping to have even more success in 2017.
- Athletics cross country and swimming carnivals were all won by Altair House.
- Qld Reds Rugby, Brisbane Roar Football & AFL Auskick all ran programs through the school.
- The swimming program was delivered to students in Yrs 2 & 4. Most students participated which consisted of an 8 program lesson.
- Students were selected as district representatives in Netball, Rugby League, Basketball, Swimming, AFL, Soccer, Hockey, Cross Country and Cricket. A number of students were selected as regional representatives in Netball and Rugby League and one student was selected at state level and won the national player of the carnival.

The Arts

- **Drama Club** (Yr 5-6 musical) performed ***The Lion King*** at North Lakes State College PAC. There were three performances and all received standing ovations.
- **The Bounty Bards** (Yr 4 musical) performed ***Aladdin Trouble*** at North Lakes State College PAC. There were two performances which were loved by the Bounty community and both received standing ovations.
- **The Bounty Choirs -The Bounty Singers** (Yr 2-3 choir), **The Bounty Blokes** (Yr 4-6 boys vocal group) and **The Bounty Voices** - (Yr 4-6 choir) performed at The Performing Arts Showcase concerts at the end of each term, as well as The Bounty Twilight Markets and the Pine Rivers Show, The Retirement Village performances and The Bounty Boulevard End of Year Performing Arts Celebration and Awards Night where they performed for their family and friends and received recognition for their commitment to the ensemble for 2016.
- **The Bounty Pied Pipers** (Yr 4-6 recorder ensemble), **The Bounty Concert Band** (Yr 4-6 Woodwind, Brass and Percussion students) and **The Bounty String Ensembles** (Yr 4-6 Strings students) performed at The Performing Arts Showcase concerts at the end of each term, as well as the Bounty Twilight Markets and the end of year Performing Arts Celebration and Awards Night where they

performed for their family and friends and received recognition for their commitment to the ensemble for 2016.

- Creative Generations - eight students performed at the Convention Centre in July

How Information and Communication Technologies are used to Assist Learning

ICT

- Transformation of ICT across the school as there was a significant decrease in BYOD across the school along with teacher PD not being accessed. Implementation of Anywhere, Anytime across Yr 3 for 2017.
- Implementation of the teaching of Digital Technologies in 2016 across Yr 2,3 and 4. This provided students with specialist lessons aligned with the Australian Curriculum.
- Approximately 40 new iPads were purchased. These iPads distributed across the school for students.
- Rollout of Lightspeed across the school allowing for staff and student iPads to be managed from one central source, pushing out crucial apps and allow for the safe use of iPads across the school.
- Coding, STEM and Robotics clubs operational within the school with a view to continuing into 2017.
- BBSS a Pilot School within the NCR for the implementation of the Digital Technologies curriculum.
- BBSS agreed to be a NAPLAN online Trial school in 2018.

Digital Resource Teacher, Digital Technologies and Whole School Resourcing - Library Collection

During the 2016 school year -

- Full time position and appointment of Digital Resource Teacher
- Continued with the first full year of implementation of the *Infiniti* system (Library Management System), provided training and assistance to students and staff in the effective use of e-platform systems such as *Infiniti*, *ClickView* and *Wheeler's eBooks*.
- Created shared vision for the LIC's core functions to enable the achievement of reliable expansive digital cataloguing of resources, acquisition, maintenance and replacement of hardware.
- Employment of 2 x 0.5 Digital Teacher Aides – which have effectively built capacity of the teacher aides provisions allocated to the LIC. This has ensured that the day-to-day administration of the LIC is efficient and that systems, resources and equipment are well maintained. This has also assisted in disseminating resources and curriculum information in a timely manner for staff to augment successful curriculum delivery
- Maintained literacy as a high priority, engaging students in reading, viewing and listening for understanding and enjoyment by increasing and expanding the digital collection and access to 24/7.
- Ensured that adequate resources are sourced to provide relevant and differentiated learning experiences catering for all students. Preservation and strategic risk management of the hard copy collection
- Held 2 x Scholastic Book Fairs which raised over \$10,000 throughout the 2016 calendar year and highlighted a very successful Book Week with guest speaker (Rupert McCall) and held student workshops (Year 5 cohort) as well as high community engagement.
- Promoted community engagement of our digital resources with parents to improve student access and facilitate their learning. Conducted Parent Workshops (uptake low).
- Improvement of digital pedagogy practices within the school ensuring that teachers are supported as they actively engage our 21st century learners
- Implementation of the teaching of Digital Technologies across year 2,3 and 4. This provided students with specialist lessons aligned to the Australian Curriculum.

Social Climate

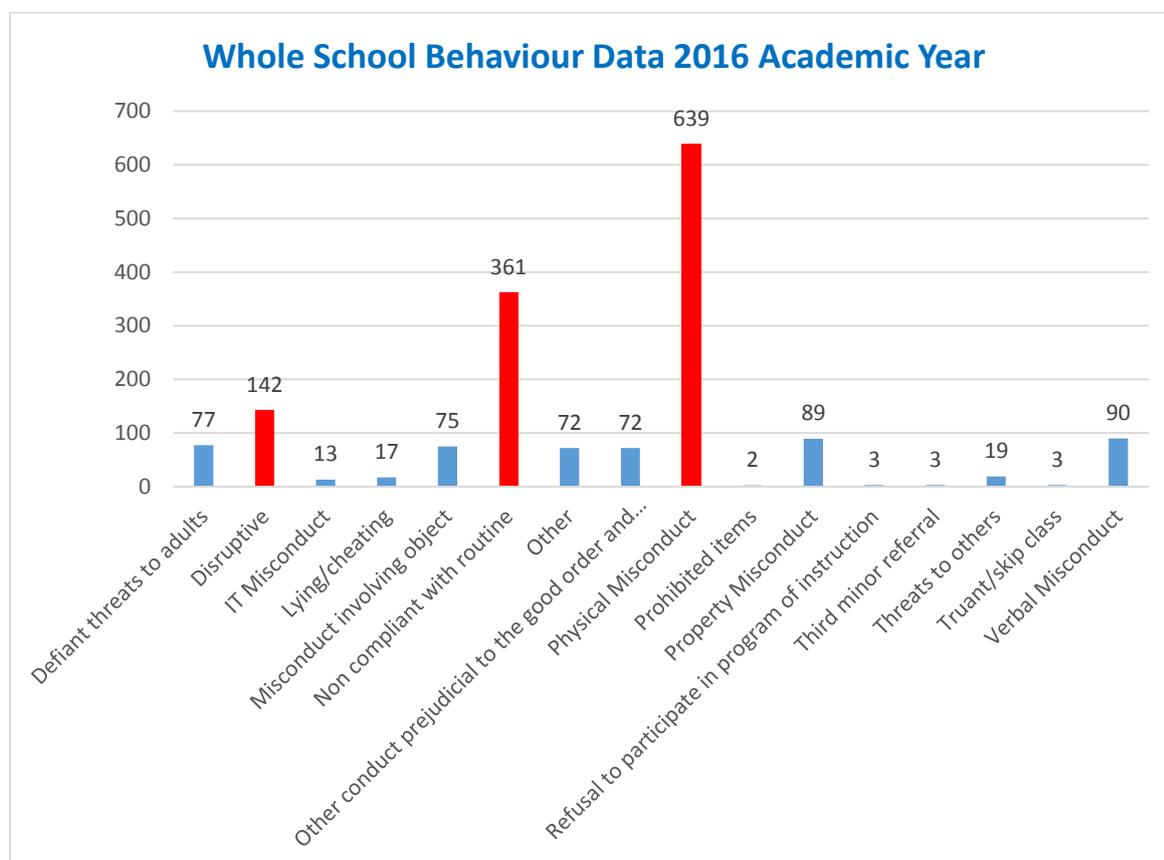
Overview

At the beginning of the 2016 all staff attended professional development on the behaviour processes for Bounty Boulevard State School. The school's behaviour rules *Respect for Learning, Respect for Self, Respect for Others and Respect for Property and Environment* were unpacked. The regional coordinator delivered Professional Development (PD), on basic Functional Behaviour to assist teachers in responding appropriately to behaviour and recognising the triggers for behaviour. By understanding the functions of behaviour, teachers are able to be proactive in meeting the needs of students and averting unwanted behaviours.

Throughout 2016 the PBL – Positive Behaviour for Learning committee continued to clarify and embed Tier 1 expectations. Our Bounty Bear 'Respect' behavioural posters were placed around the school where they are visible to all students and visitors. The posters are referred to at weekly cohort assemblies. Banners with our four respects were purchased and are displayed each day at our two entry gates and along a pathway leading to the café and oval.

Positive behaviour is recognised in the form of Bounty Gold tickets which are distributed to students 'caught' displaying appropriate behaviour. Winners are drawn on assembly each week and published in the Newsletter. Each term two students from each class who have collected the most Bounty Golds attend a celebration.

The committee has continued to improve alignment in our school. They have continued to develop, embed and refine behaviour lessons which are delivered weekly to every student in every class. Teachers were encouraged to deliver behaviour lessons through circle time. Behaviour data is unpacked and discussed at every staff meeting, and adjustments to support processes are subsequently constructed at PBL meetings.



2015 & 2016 Behaviour Data				
	2015		2016	
Behaviour Incidents by Category	Physical misconduct	427	Physical misconduct	627
	Non-compliant with routine	289	Non-compliant with routine	377
	Disruptive	256	Disruptive	152
Behaviour Incidents by Location	Classroom	545	Classroom	636
	Classroom – Outside Learning Area	175	Classroom – Outside Learning Area	163
	Oval	139	Oval	141
	Prep Play Area	40	Prep Play Area	131
Behaviour Incidents by Period of Day	Middle Session	249	Middle Session	371
	Second Break – Play	230	Second Break – Play	295
	First Break – Play	206	First Break – Play	271
	Morning Session	233	Morning Session	248

Lunchtime Cubs and Supportive Play sessions were introduced to offer students alternative activities to engage in during the breaks.

Bounty staff reviewed behaviour data in the form of pivot charts and other graphs at staff meetings. Problem areas were identified and strategies employed to reduce the number of incidents occurring in particular locations.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	88%	93%
this is a good school (S2035)	83%	90%	93%
their child likes being at this school* (S2001)	94%	95%	97%
their child feels safe at this school* (S2002)	95%	99%	97%
their child's learning needs are being met at this school* (S2003)	81%	84%	93%
their child is making good progress at this school* (S2004)	83%	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	94%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	83%	94%
teachers at this school motivate their child to learn* (S2007)	85%	93%	90%
teachers at this school treat students fairly* (S2008)	87%	89%	95%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	94%
this school works with them to support their child's learning* (S2010)	84%	83%	92%
this school takes parents' opinions seriously* (S2011)	70%	74%	78%
student behaviour is well managed at this school* (S2012)	85%	85%	84%
this school looks for ways to improve* (S2013)	83%	86%	91%
this school is well maintained* (S2014)	94%	100%	90%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	96%	96%
they like being at their school* (S2036)	93%	96%	94%
they feel safe at their school* (S2037)	93%	96%	96%
their teachers motivate them to learn* (S2038)	94%	97%	98%
their teachers expect them to do their best* (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	95%
teachers treat students fairly at their school* (S2041)	91%	95%	95%
they can talk to their teachers about their concerns* (S2042)	87%	90%	94%
their school takes students' opinions seriously* (S2043)	90%	92%	91%
student behaviour is well managed at their school* (S2044)	92%	87%	85%
their school looks for ways to improve* (S2045)	94%	99%	97%
their school is well maintained* (S2046)	93%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	92%	96%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	94%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	96%	99%	99%
they receive useful feedback about their work at their school (S2071)	84%	80%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	85%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	95%	99%	96%
student behaviour is well managed at their school (S2074)	82%	94%	96%
staff are well supported at their school (S2075)	91%	80%	84%
their school takes staff opinions seriously (S2076)	89%	78%	82%
their school looks for ways to improve (S2077)	96%	97%	99%
their school is well maintained (S2078)	100%	99%	99%
their school gives them opportunities to do interesting things (S2079)	85%	89%	89%

* Nationally agreed student and parent/caregiver items

'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

The above school opinion survey data shows clearly all 3 stakeholders group have very high satisfaction in our school. Admin are addressing anything which is 85% or below and there are very few of them.

P&C and School Council

Parents and Citizens Association (P&C):

During 2016 the P&C were active with fundraising initiatives for the school. The annual Mothers & Father's Day stalls were held, these are always popular with the students. Discos for all year levels were also held. The 2016 Bounty Carnival was a great success raising much needed funds for our school. The funds raised have been used to provide shade for our sports oval as well as cold water bubblers. A number of new members joined the P&C throughout 2016.

The P&C assisted with funding a student when selected to be part of a Metropolitan North Schools sports team. At the end of 2016 initial discussions took place over the possibility of the P&C being the sole provider for the Outside School Hours Care program at Bounty – starting 2018. In 2017 the P&C will seek guidance from the school and QCAN to assist with this process.

School Council:

During 2016 the BBSS Council has contributed towards reviewing; school infrastructure, Responsible Behaviour Plan (RBP) and agreements with third parties such as Wearaco and Helping Hands often in collaboration with the P&C. Towards the end of 2016 the School Council worked with DET Infrastructure Services Branch and the BBSS Leadership Team to have the existing structure known as the hall re-named officially on DET records as an undercover area; this was to support the schools requirements for a proper hall facility which will contribute towards resolving other school infrastructure issues identified. In 2017 we will engage with schools Business Services Manager (BSM) to gain an understanding of our school's financial position and how it relates to governance issues we monitor; review *Attendance, Age Appropriate Pedagogy, Inclusion and Homework* policies and continue to engage with the P&C.

Respectful relationships programs

Bounty Boulevard State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

The Rock and Water program was introduced to develop the confidence, social functioning and stronger resilience of identified students. The program is run by teachers and administrative staff who have completed the training.

We have a very proactive guidance officer in our school to support students, staff and parents.

A Wellbeing committee was established late 2015 to support student and staff health & wellbeing. A major project in 2016 was the inaugural Art Auction. Money raised from student art was put toward buying an extra day for the school chaplain to support students at Bounty. The Wellbeing committee also raised funds for the chaplaincy program through its support of the school fun run. Together these two initiatives raised \$12,000. The Wellbeing committee works closely with PBL to support Tier 2 programs for students such as the Rock & Water program. Several fun social events were run throughout the year for staff, including staff dinners. Regular Health and Wellbeing articles were disseminated to staff through emails.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	24	57	62
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	271,061	1,488
2014-2015	282,713	1,868
2015-2016	317,961	2,366

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.

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 <http://www.myschool.edu.au/>.

School income broken down by funding source in 2016

1) General account	\$592,328.00
2) Great Results Guarantee	\$431,272.00
3) IPS Funding	\$50,000.00
4) Hire of Facilities	\$107,316.00
5) Commissions	\$10,195.00

Finance

Major purchases from general account were:

\$13,143	Carpark gate
\$8833	Fencing for Prep precinct
\$5800	Prep Shade
\$27483	Origo Resources Mathematics
\$43,465	Literacy & Numeracy



\$46,000	Professional Development
\$50,000	Year level Planning coordinated by our Head Of Curriculum
\$13,000	Positive Behaviour for Learning

Other items purchased would've been the normal classroom supplies, grounds equipment (sand, mulch etc.), utilities, books purchased each term as required.

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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

We have one of the largest primary school staff in Queensland - 148 including cleaners, ancillary and office staff.

- Currently Bounty employs 1 indigenous teacher & 1 indigenous teacher aide
- We have 81 teachers & 49 teacher aides.
- Several of our staff are permanent part-time
- We had minimal turnover of staff in 2016
- 14 teachers were new to our school due to growth, transfers and backfilling of staff on maternity leave.
- As an IPS school we honoured the statewide transfer process and employed 3 teachers from remote locations.
- We initiated some innovative changes with staffing in order to be responsive to student's needs. Hence the lateral solution to create a digi teacher to support ICT delivery & support our collection in the LIC
- We also created a Digi Teacher Aide role to support in the LIC & free the teacher to work in the classroom and support alignment of delivery across our school



- HOSS - Head of Student Services to support complex case management & as a quasi-4th DP prior to gaining entitlement in 2016.
- Head of Curriculum Mrs Frances Roberts commenced service January 2016
- Four teachers were granted permanency at the end of 2016
- Dan Isele relinquished the Band 7 Deputy position to commence employment at Apple. This created the availability of a permanent DP position

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	81	49	<5
Full-time Equivalent	73	29	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	9
Bachelor degree	64
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$27,505.81

The major professional development initiatives are as follows:

- Term 3 and 4 – Watching others Work (WOW) teachers released for collegial observations
- Professional Development to support the introduction of Stepping Stones (Mathematics program)
- Delivery of Professional Development during staff meeting time to target pedagogical approaches around literacy
- Targeted support groups offered in the areas of academic reporting, administration and analysis of assessment, and use of departmental frameworks
- Asthma and Anaphylactic training
- First aid and CPR renewal

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.



Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

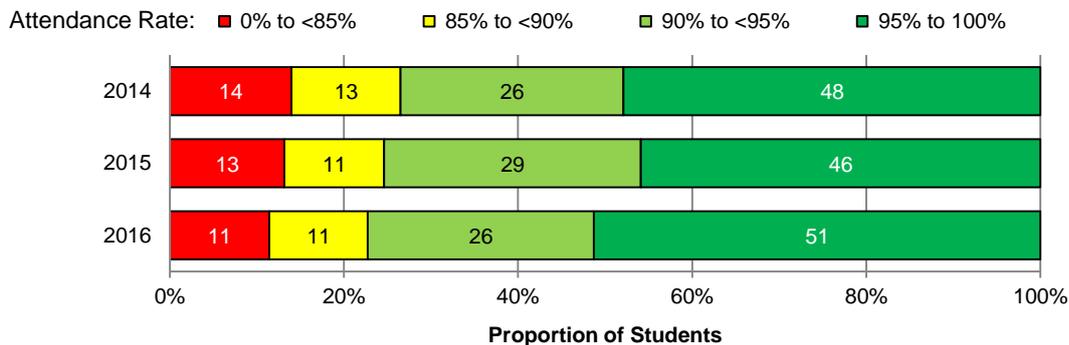
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	92%	93%	93%	93%	92%	92%					
2015	92%	92%	93%	92%	93%	92%	92%						
2016	94%	93%	93%	94%	93%	93%	93%						

*Attendance rates effectively count 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.

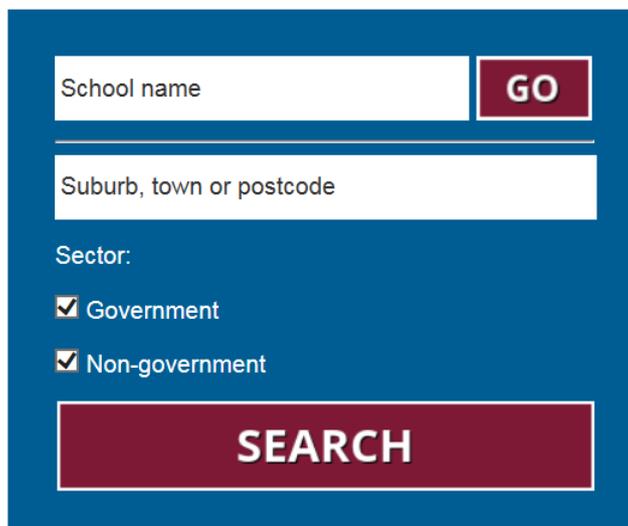
NAPLAN

Our students were well prepared in 2016 by staff. There were minimal exemptions and students with disabilities were provided with appropriate reasonable adjustments for the NAPLAN assessments as per policy documentation.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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 states '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.

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Conclusion

Achievement – Closing the Gap

Aboriginal and/or Torres Strait Islander Students

In 2016, the Administration Team placed a major focus on point 4 of the **Indigenous Engagement Plan**, which was to improve the literacy and numeracy outcomes for Aboriginal and/or Torres Strait Islander students, as well as increase school attendance of Aboriginal and/or Torres Strait Islander students. The **Indigenous Engagement Plan** identifies four key areas for implementation:

1. School Staff - Improving teaching in Aboriginal and Torres Strait Islander education: Professional Development and the Australian Professional Standards for Teachers (Focus Areas 1.4 and 2.4).



2. Aboriginal and/or Torres Strait Islander Parents/Carers - Engaging with and welcoming Aboriginal and Torres Strait Islander parents/caregivers, into the school community.
3. Community - Actively engage with Aboriginal and/or Torres Strait Islander community people/organisations to establish positive relationships and partnerships within the school.
4. Students - Improve the literacy and numeracy outcomes for Aboriginal and/or Torres Strait Islander students, as well as increase school attendance and engagement in cultural activities/events.

This plan needs to be reinvigorated and given greater attention, as the goals of this document were not prioritised or achieved in 2016.

Highlights:

- Implementation of a literacy and numeracy support/extension program for Aboriginal and/or Torres Strait Islander students, as identified in the Bounty Boulevard State School Indigenous Engagement Plan.
- Celebrations and school based activities to recognise Harmony Day, Reconciliation Week and NAIDOC Week.

Future Directions:

- Reviewing support/extension program for Aboriginal and/or Torres Strait Islander students' literacy and numeracy outcomes.
- Invitation to Aboriginal and/or Torres Strait Islander parents/carers to attend a school based morning/afternoon tea each term, to build relationships and network foundations, with teachers and School Leadership team.
- Generating and providing funding for a school based dance troupe for Aboriginal and/or Torres Strait Islander students to maintain a link to their culture, which will also builds on their literacy and numeracy skills.
- Implementing Aboriginal and/or Torres Strait Islander perspectives across the curriculum and the provision of PD for BBSS Staff.
- Provide a quality targeted intervention program and model, to improve Literacy and Numeracy results in consultation with Teachers, Teacher Aides and Aboriginal and/or Torres Strait Islander staff within the school.

Pan Pacific Students

In 2015, an engagement plan for Pan Pacific partners was developed. It is titled, ***Bounty Boulevard State School Pan Pacific Partnership and Engagement Strategies Action Plan***. The plan was designed to:

- a) Promote innovative communication and engagement strategies to improve connections
- b) Foster collaborative partnerships to lift learning outcomes, and
- c) Strengthen relationships with Pan Pacific students and their families.

The document further identifies how Bounty Boulevard State School will create solid partners and futures with the Pan Pacific families and students at our school and within our community.

The planned review of how staff implement culturally appropriate teaching and learning, increase access and participation of Pan Pacific students' to improve positive transitions and connections between home and school, was not achieved in 2016. This plan will need to be given priority and reviewed and implemented in 2017.

Highlights:



- Celebration and school based activities to recognise Harmony Day – recognising diverse cultures, such as the Pan Pacific groups enrolled at the school.

Future Directions:

- Establish and deliver of a support/extension program and model for Pan Pacific students' literacy and numeracy outcomes.
- Invitation to Pan Pacific parents/carers to attend a school based morning/afternoon tea, each term, to build relationships and network foundations, with school staff.
- Generate further discussion about establishing and funding a school based dance troupe for Pan Pacific students to maintain a link to their culture.
- Host a Pan Pacific cultural event at the school to encourage community and parent participation.