



# Bounty Boulevard State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education



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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.

Our focus is to support 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 acts to demonstrate the 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 provides opportunities for students to be engaged in a wide variety of activities including lunchtime clubs, instrumental music, drama club, choir, Spanish club, robotics club, reading club, running club and the student council. Bounty Boulevard State School has an active parent community which creates rich learning opportunities for all students.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

Bounty Boulevard State School has experienced rapid growth in the North Lakes area and this is reflected in the number of enrolments. The student population was 1378 by the end of Term 4, 2017. At Bounty Boulevard we enjoy a harmonious multi-cultural population. At present the student cohort comprises 52 different nationalities, along with 51 students who identify as Indigenous Australians. Our multicultural community is valued and is celebrated during the year with events such as Harmony Day and NAIDOC week, and in the curriculum through our units of work.

At Bounty Boulevard State School, we implement high quality and challenging school-based units of work which deliver the Australian Curriculum across all learning areas. Our high expectations of student learning outcomes are supported through data discussions, student learning goals, and moderation of student work both internally and with neighbouring schools.

Bounty has very experienced and diverse talented staff that are focused on 21<sup>st</sup> Century learning for our students. We support digital pedagogy through the seamless use of iPads within the classroom. The school strategically implemented the *Anywhere, Anytime* initiative across Year 3. This 1:1 program worked alongside the already existent BYOD program in the school and saw an uptake of approximately 75% - 80% of Year 3 students bringing their own iPad to school as a tool for learning. We achieved this by dissolving the B Connected classes and having an expectation that all classes will enjoy a multi-model delivery. Our students are 21<sup>st</sup> Century learners and digital technologies are deeply embedded in all curriculum areas. Our school is still firmly a BYOD school and we believe in our students using iPads as a tool for learning.

Our school ethos; *Learning, Love and Laughter* encompasses the values of Respect: Respect for Learning; Respect for Self; Respect for Others and Respect for Property and the Environment. These values are defined and articulated through our Positive Behaviour for Learning (PBL) committee. As a staff we believe children's learning is directly linked with positive behavioural choices. In 2017 we provided weekly lessons as a school targeting desired behaviours. Quality student engagement is also reflected in high attendance rates across the school. 'Every day counts. Every day is a Learning Day at Bounty'.

The performing arts program at BBSS has developed over the years and now features significantly on our school calendar. We support instrumental programs, school choirs (which perform at community events), senior and junior drama productions and a talent quest for Years 3 – 6.

Bounty Boulevard State School is looking to continue to enhance our strong parent and community engagement with the goal always of improving outcomes for the students. There is strong parental engagement in our school.



fostered by the regular provision of parent workshops facilitated by a number of our skilled staff. Parent's actively volunteer in our school and their assistance and value adding to the children's education is valued and appreciated. Throughout 2017 we enjoyed strong attendance at P&C Meetings and our School Council is heavily invested in our school's governance.

## Future Outlook

- Specific focus on Literacy, Numeracy and Science
- Effectively utilise the STEM champion to audit our implementation of STEM and design a 3 year plan
- Linking reading and writing and improving student comprehension
- Ongoing work with our Education Alliance to ensure we have strong retention rates across the state system in relation to student attainment
- Transitions in and out of our school are being fostered through our early years providers and strong linkage and relationships created with our Early Childhood Education Centres and sharing our knowledge and expectations in relation to pre-preps coming to school. Also sharing these expectations with our future parents.
- Implementation of the '8 ways Aboriginal Pedagogy' program for Prep - Year 6
- Graduation to Tier 2 PBL whilst continuing to embed the universals from Tier 1
- Increase the number of parents engaged in the school
- Anywhere, Anytime Expo will be repeated this year with the program extended to Years 3 and 4. Continuation of the Aspirant Program driven by Deputy Principals with guest speakers such as the Assistant Regional Director
- Implementation of a 5<sup>th</sup> Deputy Principal to support early invention from the base of our school, particularly in literacy, numeracy and social skills
- Principal will work closely with Deputies and Regional Office to shape our workforce plan to be responsive to the growing needs of our school

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** Yes  
**Year levels offered in 2017:** Prep Year - Year 6

### Student enrolments for this school:

|      | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2015 | 1175  | 579   | 596  | 33         | 92%                              |
| 2016 | 1282  | 608   | 674  | 40         | 93%                              |
| 2017 | 1361  | 644   | 717  | 51         | 94%                              |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

The North Lakes area continues to experience rapid growth and this is reflected in consistent increases in enrolments at Bounty Boulevard State School. The student population was 1378 by the end of 2017. At Bounty Boulevard we enjoy a very harmonious multi-cultural population. At present, the student population comprises of 52 different nationalities. Our multicultural community is valued and is celebrated during the year with events such as Harmony Day and NAIDOC week, and in the curriculum through our units of work.

### Student Council

The development of our student leadership team in 2017 has been excellent. Our student leaders have engaged in workshops with other student leaders and they have also been trained to conduct assemblies, chair meetings and major school celebrations. Examples of this include ANZAC Day, Year 6 Graduation, NAIDOC and Remembrance Day. These opportunities have given the Student Leaders a great deal of confidence in public speaking.

Our 2017 Students Leaders were incredibly supportive of our school and the broader community. They assisted with the running of school fundraisers and raised funds for our Lunchtime Clubs, enabling them to purchase new equipment. They also raised funds for and increased awareness of the following charities; The Leukaemia Foundation, Vision Australia and the Daniel Morcombe Foundation.

There were opportunities to represent our school at events such as the Halogen Leaders Conference, Pine Rivers Student Leader Cluster Meetings and the ANZAC Day March.

Our student leaders truly lead by example in 2017 and were a true representation of our four respects here at Bounty.

## Average Class Sizes

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

| AVERAGE CLASS SIZES |      |      |      |
|---------------------|------|------|------|
| Phase               | 2015 | 2016 | 2017 |
| Prep – Year 3       | 24   | 24   | 23   |
| Year 4 – Year 6     | 26   | 26   | 26   |

## Curriculum Delivery

Our Senior Leadership Team including Head of Curriculum have been leading curriculum innovation. Our Head of Curriculum facilitates Year Level Planning on the 9th week of every Term to provide some quality assurance and curriculum guidance to our staff to ensure alignment of curriculum delivery in our school. The assessment reporting framework has been established to ensure there are set points during the year when student assessment needs to be completed and uploaded onto OneSchool. The teachers have been upskilled in improving their data literacy.

### Our Approach to Curriculum Delivery

- Implementation of a Whole School Curriculum and Assessment Overview
- Development of Assessment and Monitoring Framework (including school data plan)
- Embedding of whole school programs for English, Mathematics, and Science
- Continuing implementation of Stepping Stones program for Mathematics
- Embedding of whole school vocabulary focus – Word of the Week
- Refinement of year level planning processes to support the alignment of implementation of Bounty Boulevard units of work, reflecting Australian Curriculum expectations and standards of achievement.
- Implementation of meeting structure, including focused curriculum meetings on a regular cycle of each cohort
- Continued implementation of high quality internal moderation opportunities (twice per year)
- Participation cluster and regional curriculum opportunities including external moderation

### Investing for Success - Funds to support

- Literacy & Numeracy – Employ additional Teacher Aides
- Occupational therapist
- Speech Pathologist
- Digi Teacher Aides 2 x 0.5 to service library
- Employ Digi Teacher
- Professional Development
- Year Level Planning coordinated by Head of Curriculum to improve alignment and delivery of curriculum
- Support inclusion of students with diagnosed disabilities
- PBL – progression to Tier 2

### Redesign of our Support Model

Our support model was redesigned in 2017 and will be enhanced in 2018 in order to be responsive to a broader range of our students. We now have Support Teachers attached to each year level to support our students with higher level needs and enhance the differentiation of the curriculum to improve outcomes for students. These changes acknowledge the complexity and range of disabilities as defined by the Disability Discrimination Act, across our school. Inclusive processes and intervention programs are lead under Prep to year 2 and years 3 to 6 by Heads of Diverse Learners in each of these sectors.

### How Information and Communication Technologies are used to Assist Learning

At Bounty Boulevard State School, we are striving for full implementation of the Digital Technologies Curriculum by the end of 2019. In 2017, we started with the targeted teaching of Digital Technologies across Prep – Year 2 with a specialist Digital Technologies teacher.

Since its inception, Bounty Boulevard State School has been a BYOD (Bring Your Own Device) school. As the program has evolved over time, we introduced the Anywhere, Anytime initiative. Its first year was in 2017 focused on Year 3. The program was a huge success with every student in Year 3 accessing an iPad for their learning. Coaching was also made available for the Year 3 teachers and this model would then be built on for future years.

At the end of 2017, the Anywhere, Anytime (AWAT) Expo was held to showcase learning across Year 3 with iPads. The community event ensured that parents across the community were able to find out more about the



program and this was driven by the students. This successful event allowed parents and carers to see just how versatile the iPad was as a tool for learning for our students and provided greater understanding of the program as it looked to grow in future years at the school.

iPads were still being used for learning across P-6 as part of the B Connected program. Students engaged with learning and used their iPad as a tool for learning across different KLAs. Further to this, investment continued STEM resources (including Robotics) along with student laptops for our upper years.

## Co-curricular Activities

### Performing Arts 2017

Bounty Boulevard State School prides itself on its performing arts programmes, with many extra-curricular ensembles offered to students from Year 2 to Year 6 in 2017.

Drama Club is offered to students in Years 5 and 6 and is locally known as an extra-curricular club that cultivates talent for the future. In 2017, the Drama Club performed their 7th annual production of *The Little Mermaid Jr*, following the success of: *Oliver!* (2011), *Annie* (2012), *Seussical* (2013), *Grease* (2014), *The Sound of Music* (2015), and *The Lion King Jr* (2016).

The Bounty Bards is offered to students in Year 4 and is an energetic junior drama group providing students with the foundation, and beginnings to their production and performing journey. In 2017, The Bounty Bards performed their 4th annual production; *Beauty and the Beast Jr*, following the success of *Masquerade* (2014), *Cinderella & Rockerfella* (2015) and *Aladdin Trouble* (2016).

Music is at the forefront of the performing arts program with choirs ranging from Year 2 to Year 6. In 2017 our vocal groups included: The Bounty Singers (Year 2 and 3), The Bounty Voices (Year 4 to Year 6) and our all male vocal group, The Bounty Blokes (Year 4 to Year 6).

In 2017, students participated in Creative Generation: State Schools on Stage. Students participated in the massed choir, featured dance and massed dance.

Bounty Boulevard also offers a broad instrumental music programme including strings (from Year 3), woodwind, brass, and percussion (from Year 4). Our Instrumental ensembles consist of String Ensembles, Concert Band and The Bounty Pied Pipers (Year 4 to Year 6).

Through the work of the Performing Arts Ministry, Bounty's Got Talent was introduced into the school calendar in 2014 for our Year 3-6 students and was a hit again in 2017, offering students a chance to showcase a variety of talents.

Eleven students participated in the Massed Choir, and five students in featured and massed dance of Creative Generation State Schools On Stage. Students participated in three performances held at the Brisbane Convention and Exhibition Centre in July.

Bounty's Art Auction was held in the last Term and funds were dedicated to the Chaplaincy program

## Sport

- The majority of Yr 5-6 students participated in Gala Days in 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.
- Girls in year 5-6 participated in a state wide netball competition and had some excellent results. Our top senior team finished in the top 20 in the state. Netball is very strong here at Bounty. We're hoping to have even more success in 2018.
- Approximately 24 Year 4-6 students participated in the Qld Schools Touch Football competition in November at Redlands. Our mixed team was particularly successful with a number of wins.
- Many students participated in the before-school running club right throughout term 1 and 2.
- The BBSS Prep-6 track and field, Prep-6 cross-country and Year 4-6 swimming carnivals were all very successful.
- The fun run fundraiser was another successful fundraiser and was very well supported by the school community.
- Qld Reds Rugby, Brisbane Roar Football, Matchpoint tennis & AFL Auskick all ran programs through the school.
- The swimming program was delivered to students in year 2 & 4. Most students participated in the program.
- We had many students throughout the year selected in various district and regional teams.

## Social Climate

### Overview

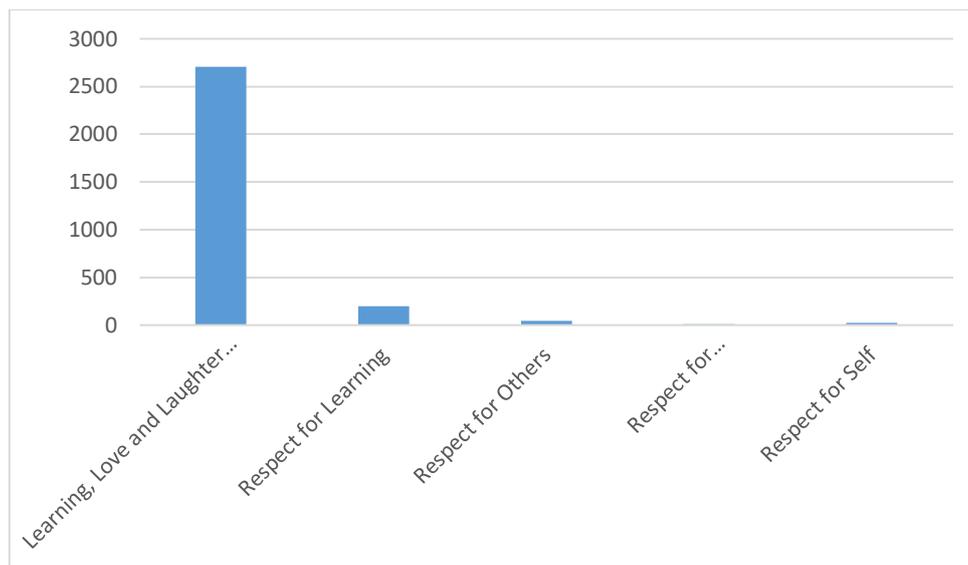
Positive Behaviour for Learning is an evidence-based whole school system designed to improve learning outcomes for all students. In 2017 a review of PBL practices by our regional coach resulted in an average 89.3% implementation with integrity rate.

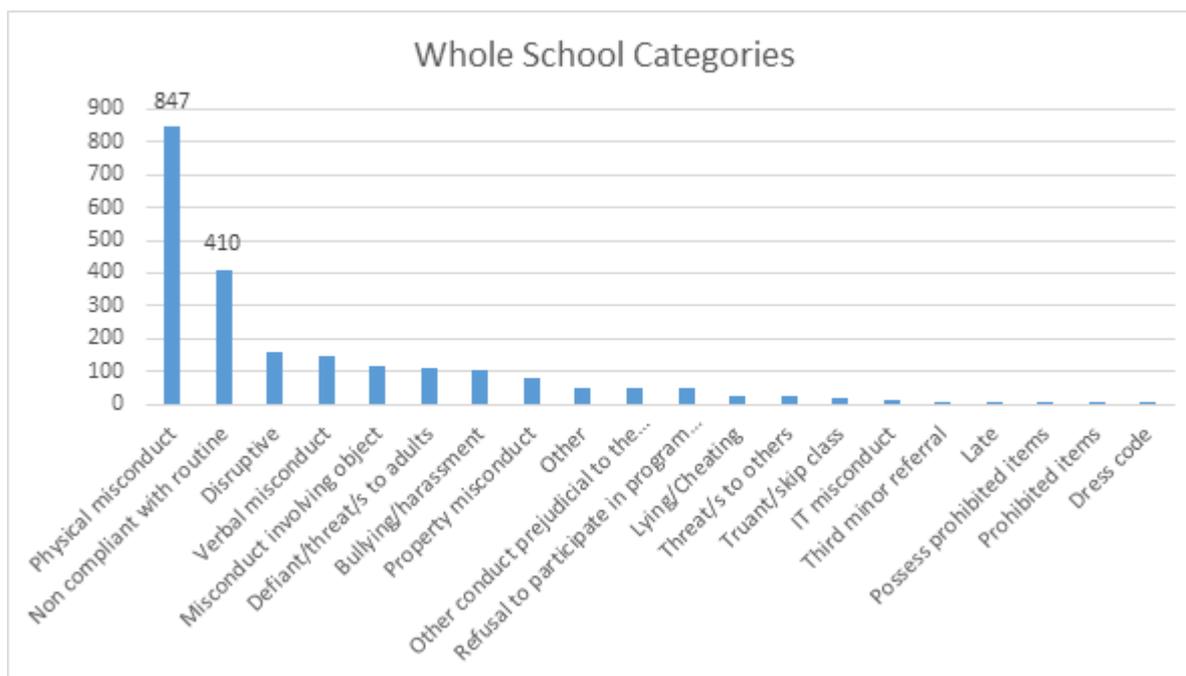
The PBL team meets regularly to discuss universal Tier 1 strategies, including classroom behaviour management processes, playground behaviours and positive behaviour recognition. The PBL team captures behaviour data and presents this to teachers during staff meetings in the form of pivot charts and graphs. Identified concerns are discussed at team meetings and support strategies are developed and then disseminated to staff for implementation. On Student Free Days members of the team presented professional development on functional behaviour and Essential Skills for Classroom Management. Throughout 2017 the PBL team promoted the positive behaviour systems: handing out Bounty Gold tickets, having Bounty Gold draws on assembly, celebrations at the end of term for students with the most Bounty Golds. .

Alignment of processes across our large school was a focus in 2017. The same PBL message is delivered in every class each week in behaviour lessons and at the senior and junior assemblies. Posters of our four Respects: Respect for Self, Respect for Others, Respect for Learning and Respect for Property & Environment are placed throughout the school.

We continued to develop our Tier 2 targeted interventions, addressing students' social-emotional learning through programs delivered to small groups or individual students

### Positive Behaviour 2017 (2989)





### Parent, Student and Staff Satisfaction

The School Opinion Survey wasn't as strong as previous years and the Executive Team in collaboration with the staff have consulted to drill down around how we can improve on those elements where the scores were lower, particularly in the Staff Section. A number of new measures have been implemented and we are looking forward to a higher level of participation in the 2018 Survey and a higher result.

### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016)  | 88%  | 93%  | 89%  |
| this is a good school (S2035)  | 90%  | 93%  | 90%  |
| their child likes being at this school* (S2001)  | 95%  | 97%  | 96%  |
| their child feels safe at this school* (S2002)   | 99%  | 97%  | 99%  |
| their child's learning needs are being met at this school* (S2003)                                     | 84%  | 93%  | 81%  |
| their child is making good progress at this school* (S2004)  | 86%  | 94%  | 87%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 97%  | 97%  | 96%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 83%  | 94%  | 90%  |
| teachers at this school motivate their child to learn* (S2007)   | 93%  | 90%  | 87%  |
| teachers at this school treat students fairly* (S2008)   | 89%  | 95%  | 88%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 96%  | 94%  | 92%  |
| this school works with them to support their child's learning* (S2010)                                 | 83%  | 92%  | 87%  |
| this school takes parents' opinions seriously* (S2011)   | 74%  | 78%  | 75%  |
| student behaviour is well managed at this school* (S2012)  | 85%  | 84%  | 78%  |
| this school looks for ways to improve* (S2013)   | 86%  | 91%  | 87%  |
| this school is well maintained* (S2014)  | 100% | 90%  | 92%  |

## Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048)                               | 96%  | 96%  | 94%  |
| they like being at their school* (S2036)  | 96%  | 94%  | 92%  |
| they feel safe at their school* (S2037)   | 96%  | 96%  | 91%  |
| their teachers motivate them to learn* (S2038)                                    | 97%  | 98%  | 94%  |
| their teachers expect them to do their best* (S2039)                              | 98%  | 99%  | 98%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 95%  | 95%  | 94%  |
| teachers treat students fairly at their school* (S2041)                           | 95%  | 95%  | 83%  |
| they can talk to their teachers about their concerns* (S2042)                     | 90%  | 94%  | 91%  |
| their school takes students' opinions seriously* (S2043)                          | 92%  | 91%  | 92%  |
| student behaviour is well managed at their school* (S2044)                        | 87%  | 85%  | 78%  |
| their school looks for ways to improve* (S2045)                                   | 99%  | 97%  | 97%  |
| their school is well maintained* (S2046)  | 97%  | 96%  | 95%  |
| their school gives them opportunities to do interesting things* (S2047)           | 96%  | 96%  | 94%  |

## Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069)   | 94%  | 95%  | 80%  |
| they feel that their school is a safe place in which to work (S2070)   | 99%  | 99%  | 90%  |
| they receive useful feedback about their work at their school (S2071)  | 80%  | 82%  | 67%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 92%  | 85%  | 94%  |
| students are encouraged to do their best at their school (S2072)   | 98%  | 100% | 96%  |
| students are treated fairly at their school (S2073)  | 99%  | 96%  | 91%  |
| student behaviour is well managed at their school (S2074)  | 94%  | 96%  | 73%  |
| staff are well supported at their school (S2075)   | 80%  | 84%  | 61%  |
| their school takes staff opinions seriously (S2076)  | 78%  | 82%  | 61%  |
| their school looks for ways to improve (S2077)   | 97%  | 99%  | 80%  |
| their school is well maintained (S2078)  | 99%  | 99%  | 96%  |
| their school gives them opportunities to do interesting things (S2079)   | 89%  | 89%  | 73%  |

\* 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**

### **Independent Public School**

2017 was the second year of operation as an IPS school. Our community representatives were Mrs Jean Smith & Mr Stephen Savage.

A special acknowledgement to Elaine Hourston, our P&C President for her work in many facets of our school. We appreciate her diligence and the genuine enthusiasm she has brought to our P&C. To the rest of the executive team, Vice President David Stone, Secretary Kennedee Jeffs and Treasurer Daisy Yau, thank you for dedication in these leadership roles. Thank you for your energy and passion in making our school an even greater place for our children. Your value adding to their education is appreciated.

I look forward to another productive year where we build a strong positive educational partnership in 2018.

### **School Council**

In 2017 the School Council continued our collaborative relationship with the P&C and school leadership team, further defining our role within the school as a team that is to create and strengthen good governance. We continued to work on ways the current team and future BBSS School Councils can achieve this. 2017 began with the BBSS School Council team reviewing and providing input into the school's Annual Improvement Plan (AIP) which in 2017 provided 14 specific focuses that assisted the BBSS strategic plan to improve student outcomes and the BBSS community (the AIP is available on the BBSS website). We also provided a recommendation that the Investing for Success (I4S) funding demonstrated which AIP's they aligned to, ensuring that the investment in each AIP and related activities were highlighted.

School Council members were able to participate in reviewing and providing feedback on the Responsible Behaviour Plan (RBP) which outlines the schools overall strategy for how behaviours are managed at BBSS. We also had a presentation on the Queensland Disability Review which ensures the council is mindful of this and how inclusivity relates to school governance and other school/community activities. In 2017 four school policies were reviewed; homework, attendance, supporting successful transitions to BBSS (age appropriate pedagogies) and whole school support & intervention (inclusivity). The school council team's final activity for 2017 saw us review these policies and ask questions or provide feedback to the school leadership team to ensure that good governance was present or strengthened in each policy.

### **Parents & Citizens Association (P&C)**

The P & C met every 2nd Wednesday of the month in 2017 with a mix of parents/carers and teachers discussing school policy, fundraising ideas and all things aimed towards the betterment of the children at BBSS.

January was kicked off with a movie night complete with a sausage sizzle. Discos were held in Term 1 and Term 3. We held our Mother's Day Stall in May and our Father's Day Stall in September.

2017 was a very busy and successful year with the culmination being the awarding and beginning stages of construction of our school Hall.

Our Bounty Bite cafe has had another great year with special events such as Sushi Day, Subway Day and Pie Day taking place over the course of the year.

With thanks to the awarding of a Community Grant we were able to install the much needed water bubblers and shade sails at our School Oval.

### **Aboriginal and Torres Strait Islander Dance and Culture Group**

In 2017, we had a total of 51 Aboriginal and Torres Strait Islander students. Sixteen of these students participated in the Aboriginal and Torres Strait Islander Dance and Culture Group. Highlights for 2017 included: performing at an Assembly for Harmony Day and NAIDOC Week Celebrations, participating at the Redcliffe Community Festival, creation of individual Dreaming Stories and the development of an Art Canvas for the Art Auction. The group celebrated and encouraged parent and community partnerships through invitations to performances and by hosting two morning tea sessions. Parents were also invited to join in and support weekly Dance and Culture sessions.

### **Café**

The Café has provided wonderful support for our students this year and had a major focus on adapting their menu to always ensure there is quality and healthy menu choices for our children. We would like to acknowledge the paid conveners Yvette and Glenys for their wonderful work and also the volunteers that support their service delivery.

## Reporting & Target Setting

We are obligated to report on student's academic progress twice a year, June and December. Staff are also target setting with students and parents in the first 5 weeks of Term One and Week 5 of Term 3. This augers well for all stakeholders as parents have only recently received the report in June and are target setting with their children in August so they still have 15 weeks to maximise their potential by the end of the year.

## Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Bounty is a Positive Behaviour for Learning (PBL) school. Our four school rules are based around Respect: for self, others, learning and property & environment. The PBL team has developed a suite of lessons which are delivered in all classes each week reflecting the four respects. Circle time is promoted as the preferred delivery of lessons which focus on Respect for Self and Others thus helping to foster respectful relationships within each class.

Students identified by teachers and through PBL data capture, participate in the Rock and Water program, providing students with a pathway to self-awareness, increased self-confidence and social functioning.

At Bounty we have a Student Defence Teacher Aide who supports students as they adjust to the long periods of deployment of one of their parents. Our Defence teacher aide works alongside many of the students in their classrooms, and provides support and social activities during the breaks.

We are continually seeking external community agencies to augment the support that we can offer to parents and students. Our Guidance Officer works closely with many of these agencies including Qld Health, Family and Child Connect services, and will often help connect parents with these agencies if they are seeking support additional to what the school is able to provide.

## School Disciplinary Absences

The Executive Team in conjunction with Staff and the Parent Community have clear alignment around the implementation of our Responsible Behaviour Management Plan for Student which has been endorsed by the P&C.

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                             | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 57   | 62   | 140  |
| Long Suspensions – 11 to 20 days | 0    | 0    | 1    |
| Exclusions                       | 0    | 0    | 0    |
| Cancellations of Enrolment       | 0    | 0    | 0    |

## Environmental Footprint

### Reducing the school's environmental footprint

At Bounty Boulevard State School, we have commenced changing or installing LED lighting to reduce the electricity usage across the school. We have reviewed the external lighting timers to ensure they are only on when required. Electricity usage has grown due to the installation of the Hall. Our student population has grown significantly which has an increase in growth of electricity. We are installing water tanks at the Hall to service the schools water need.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2014-2015                          | 282,713         | 1,868    |
| 2015-2016                          | 317,961         | 2,366    |
| 2016-2017                          | 328,988         | 778      |

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 Tangalooma EcoMarines

The Tangalooma EcoMarines is a non-profit, Brisbane-based organisation committed to the protection of local marine and wild life. The foundation works to improve the water quality of waterways and adjacent environments throughout south-east Queensland to enhance the marine environment of Moreton Bay. Tangalooma EcoMarines offers free programs for schools to inspire and educate students and the community about the importance of protecting our precious environment.

In 2017 Bounty Boulevard State School joined this program and appointed six Bounty EcoMarine Ambassadors to take on the important role to be leaders in improving our school environment and the wider community areas. The ambassadors participated in Clean Up Australia Day, presented on assembly the importance of reducing plastic and successfully implemented 'Wrapper Free Wednesday'.

## 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/>.

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

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 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

As an Independent Public School we have had the capacity to blend the selection of our own staff and also balance and honour the state wide transfer process. This has enabled the Executive Team to attract personnel to our school that have the desired skillset to be responsive to our student's needs and be compatible with the culture of our school. As the largest Primary School in Queensland we have also had a proven history of employing graduates who have been interns in our school and we have also supported staff returning to work from other schools through the Return to Work Program.

Our school is a complex site with diverse needs and the Executive Team continue to be proactive in sourcing staff who will be responsive to our students ever changing needs and a growing curriculum ie. implementation of STEM, Dance & Drama, Special Needs etc.

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 86             | 52                 | <5               |
| Full-time Equivalent       | 77             | 31                 | <5               |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      |   |
| Masters                        | 8   |
| Graduate Diploma etc.**        | 10  |
| Bachelor degree                | 68  |
| Diploma                        |   |
| 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 2017 were \$38,838.93

The major professional development initiatives are as follows:

- First Aid and CPR Renewal
- Jolly Phonics Implementation – Prep & Year 1 Teachers
- Using Origo's Stepping Stones (Mathematics)
- Guided Reading – Literacy Solutions

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 95%  | 96%  | 96%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

# 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 2017   |      |      |      |
|---|------|------|------|
| Description   | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92%  | 93%  | 93%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 89%  | 90%  | 91%  |

\*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 2017 for all Queensland Primary schools was 93%.

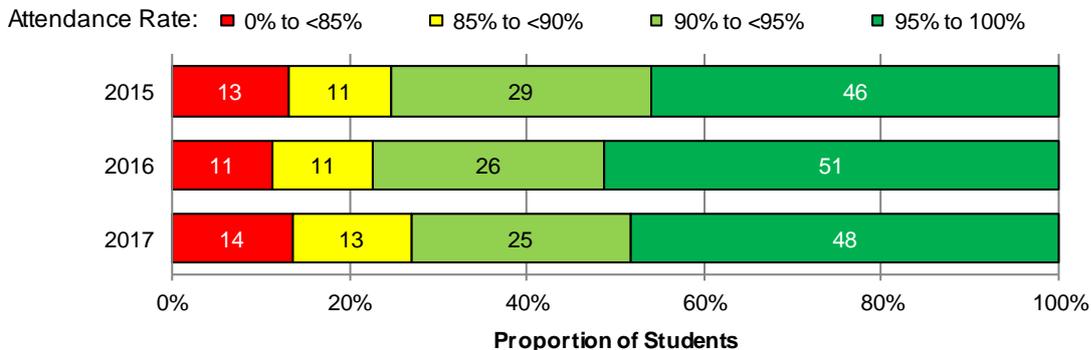
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 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 |
| 2015   | 92%  | 92%    | 93%    | 92%    | 93%    | 92%    | 92%    |        |        |        |         |         |         |
| 2016   | 94%  | 93%    | 93%    | 94%    | 93%    | 93%    | 93%    |        |        |        |         |         |         |
| 2017   | 92%  | 92%    | 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 Department of Education procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In 2017, the Attendance Policy was reviewed and with the implementation of the SMS Text Messaging Service from the previous year, this practice was then strengthened and streamlined to ensure that non-attendance was followed up promptly.

Teachers use OneSchool to digitally mark their rolls in the morning and in the afternoon. The Bounty Boulevard State School Attendance Policy clearly outlines the procedures that are in place for students and are not attending school and this policy is made available for parents and carers on the school website.

At Bounty Boulevard State School, we promote regular attendance by:

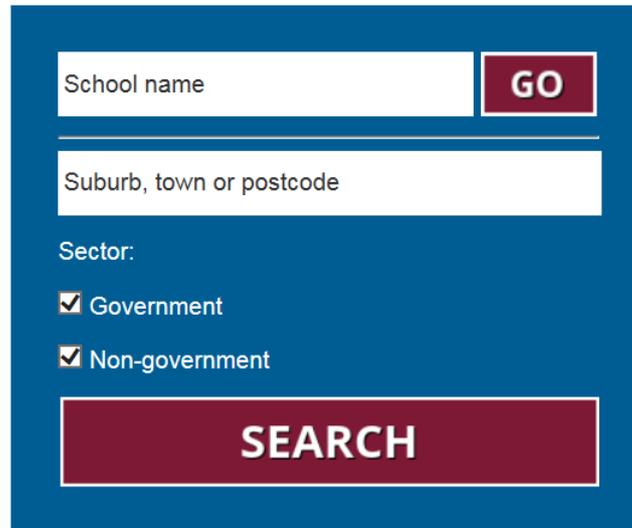
- having a clear, inclusive and simple attendance policy which promotes high expectations of student attendance through the school website and school assemblies
- attendance data being presented regularly through Deputy Newsletter Articles and Deputy P&C Reports
- positive reinforcement for increased attendance for serial offenders by class teacher and administration staff
- reminders about attendance and attendance data being published on school Facebook page, school sign and through QSchools.
- reminder at parent information sessions at the beginning of each school year
- providing a rich and engaging learning experience for all students at Bounty Boulevard State School
- providing a welcoming, safe and supportive learning environment.

## NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

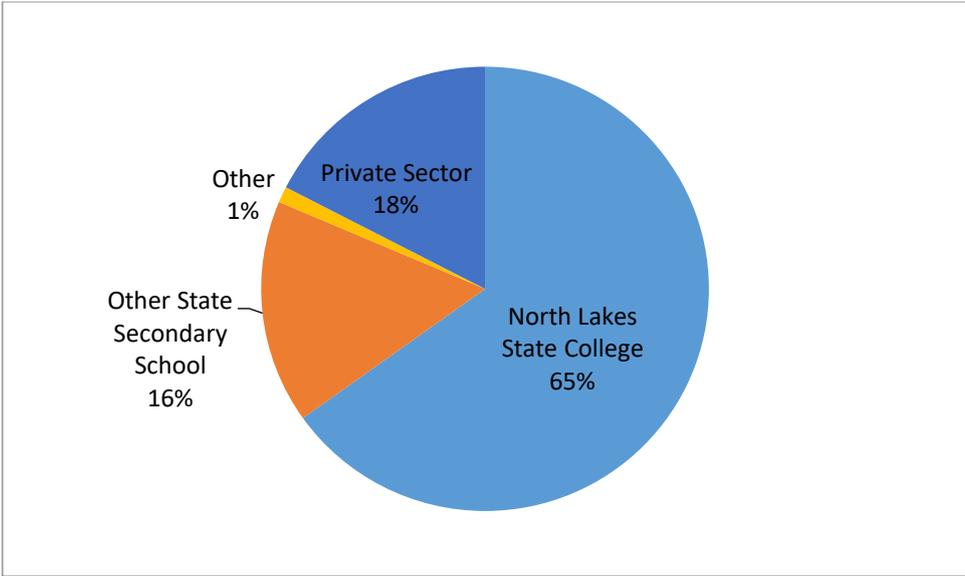
Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you 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.

## Student Destinations

### Post-primary school destination information

Of 172 graduating Year 6 students in 2017, 140 students (81.4%) enrolled at various State Secondary Schools. Of these, 112 students (80%) enrolled at North Lakes State College, the local secondary school for families in this catchment zone. Only 2 students relocated interstate at the end of 2017. 30 students from this cohort (17.4%) enrolled at Private sector secondary schools. 1 student enrolled for Home Education and 1 student was unable to be tracked to Secondary School.



## Conclusion

I am looking forward to continuing to work collaboratively with our staff and school community to dynamically implement our school improvement agenda in 2018.