

# Bounty Boulevard State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

#### Principal's Forward

Bounty Boulevard State School opened in 2008 with 128 students. Rapid growth in the North Lakes area is reflected in the number of enrolments, and the student population is expected to be 1050 by the end of 2014. At present the student population comprises 35 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.

At Bounty we implement the national curriculum (ACARA) supplemented by DETE and C2C documents. 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.

We support digital pedagogy through our B Connected program. Our students are 21<sup>st</sup> Century learners and digital technologies are embedded in all curriculum areas.

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 School-Wide Positive Behaviour Support (SWPBS) committee.

The performing arts at BBSS developed over the years and now features significantly on our school calendar. We support a school choir, which performs 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 gross on 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 the variety of our skilled staff.

Each year there is an annual operational plan AIP, please see the website tab for this strategic document and 3 primary planks that we are focusing on for 2015 are:

Reading  
Numeracy  
School Wide Positive Behaviour

Bounty Boulevard was approved as an Independent Public School in December 2014 and the intent of this is to promote a curriculum innovation in our school through our staff, students and parents.

As principal of the school I pride myself in working very closely with the staff and community to ensure the efficient good order and management of the school. I look forward to building strong educationally partnerships with you and the school.

#### **School progress towards its goals in 2014**

- Successful IPS application for 2015
- Prioritization of the delivery of the National Curriculum- ACARA
- Successful implementation
- ASOT: continue to investigate & implement design questions
- Enhance Literacy & Numeracy Results for 2014

#### **Future outlook**

- Literacy and numeracy with primary focus on reading
- SWPBS
- IPS
- Explosive Teaching – Archer and Hughes
- Redevelopment of the pedagogical framework
- Establish a feedback culture in our school to improve performance
- Reconfiguration of our workforce plan to introduce Heads of Curriculum for lower and upper school to deliver ACARA
- Address findings from the Curriculum Review from early 2015.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	764	361	403	91%
2013	934	443	491	92%
2014	1099	527	572	91%

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

### Characteristics of the student body:

Bounty Boulevard State School is part of the growing North Lakes community and comprises predominantly young families which is 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 a strong cultural diversity. Australian Defence Force families are an integral part of the Bounty family and are supported by an ADF teacher aide who works for our school three days a week. We have 51 students from ADF families. 12% of students have English as an additional language/dialect (EAL/D).

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	25	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	19	14	24
Long Suspensions - 6 to 20 days	2	2	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Curriculum offerings

### Our distinctive curriculum offerings

- B Connected – student iPad program
- Home and school digital Resource Scheme
- Languages other than English (LOTE) – Spanish
- Creative Arts including school choirs and drama club

### Extra curricula activities

- Performing Arts – junior and senior school musical production
- Robotics Club – interschool robotic competitions
- Writers Club
- Instrumental music program – brass, woodwind and percussion Years 4 – 7
- Strings ensemble
- Concert band
- Sport (school based, regional, state and national representation)
- Active citizenship and student leadership
- Sport (school based, regional, state and national representation)
- Spanish Club

Bounty Boulevard State School offers a diverse curriculum for all students.

- Through collaboration with our year level cohorts teachers ensure all students receive comprehensive learning opportunities in the key learning areas: English, mathematics, history, geography, health and PE, Science, LOTE (Spanish), The Arts
- ICTs are widely embraced throughout the school in our B-Connected program, with students enhancing their learning experiences through the use of iPads.
- Every year level participates in a swimming program which focuses on skills and water safety
- Our focus on improving literacy outcomes is realised through Cycles of Support in the lower school. A team of highly trained teachers' aides work in teams in across classes in five week blocks, Monday to Friday ensuring that each student has an intense reading focus every day.
- Every student participates in weekly music lessons. Our music teachers offer opportunities for students to join the school choir and to perform in community events and on formal occasions at school.
- Throughout the year each year level experiences an excursion, incursion or camp which dovetails with and enhances a particular unit of work.
- Students in Year 6 & 7 learn the Spanish language and culture and have the opportunity to participate in a Spanish Club.

### Professional Development

- ASOT pedagogical framework
- SWPBS
- ICT

Sport at Bounty Boulevard State School continues to go from strength to strength. Within the last 12 months, highlights have included:

- Students representing Metropolitan North at the State Titles for sports including Golf, Netball, Rugby League, Touch Football and Athletics
- District Cricket Champions who then competed in the final of the State T20 Blast Championships
- multiple team participation in the Queensland All Schools Touch Championships at Redlands
- school teams representing at the Pine Rivers Championships for swimming, cross-country and athletics

- students from Years 5 and 6 representing Bounty Boulevard State School at the Pine Rivers' Gala Days in sports including indoor cricket, futsal, netball, basketball and rugby league
- lunchtime organised sport programs running in conjunction with the Sports Ministry before school Running and Athletics Clubs run by staff for students from Years 3-6
- through funds raised from the Fun Run, rugby league/soccer posts installed onto the Bounty Boulevard State School oval
- opportunity for whole school participation in a swimming program through local providers
- 4 staff members managing Metropolitan North teams at State Titles.

### Creative Arts

Bounty Boulevard State School prides itself on its performing arts. The school Drama Club is locally known as an extra-curricular club that cultivates talent for the future. In 2015, the Drama Club are performing their 5th annual production following the success of: Oliver! 2011, Annie 2012, Seussical 2013 and Grease 2014. In 2015, the Drama Club will be performing The Sound of Music. Bounty Boulevard State School has recently developed a junior drama group, the Bounty Bards. The Bounty Bards also rehearse once a week and perform an annual production. Music is at the forefront of the program with choirs ranging from Year 2 all the way through to Year 6. There is also a boy's only choir, known as the Bounty Blokes. Through the work of the Performing Arts Ministry, Bounty's Got Talent (a talent show for students from Years 3-6) was introduced into the school calendar and is now a permanent fixture. Through the Performing Arts Ministry, a Dance Troupe will also be introduced in 2015 for students in Years 5 and 6.

### Ministries

Student Leadership is highly valued at Bounty Boulevard State School. Ministries allow senior students to voice their ideas for fundraising and school improvement and empower them to act on behalf of the student body. The student leaders at Bounty Boulevard State School meet on a fortnightly basis and share their ideas, questions, problems and concerns that have been discussed at their Ministry meetings - similar to parliament. Ministries at Bounty Boulevard State School include Ministry of the Minds, Sports Ministry, Art Ministry, Performing Arts Ministry, Cultural Awareness, Behaviour Ministry, Student Affairs Ministry and the ICT Ministry. Each Ministry takes charge of a project and a fundraising event throughout the year. Students also learn how to take minutes, set agendas and adhere to meeting protocols.

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

The B Connected program provides an opportunity for Bounty students to use their own Apple iPad or MacBook whilst at school to create rich digital content and access digital resources to support their learning. B Connected aligns with the eLearning strategy at Bounty Boulevard State School, that is, for students to be engaged in a connected learning environment, which promotes digital literacies, higher order thinking skills, problem solving, collaboration, creativity and self-reflection. The program provides a seamless learning environment in which students are able to utilise digital technologies to support and demonstrate learning whilst at school and at home.

### **Social Climate**

During 2014 Bounty Boulevard State School embedded School Wide Positive Behaviour Support (SWPBS). Throughout the year a committed team met regularly and led staff in the development of the School Behaviour Expectation Matrix. Our behavior expectations are clearly defined in our values: Respect for self, Respect for others, Respect for learning and Respect for property and environment. It is important to us that our school community operates in a safe and respectful environment.

The school employs a chaplain who works three days a week and supports students at risk through specifically designed social programs that are run during lunch breaks. The rapport that is built is sustained during class time when the chaplain assists those students in their guided reading sessions.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	100%	87%
this is a good school (S2035)	94%	100%	83%
their child likes being at this school* (S2001)	88%	100%	94%
their child feels safe at this school* (S2002)	94%	100%	95%
their child's learning needs are being met at this school* (S2003)	94%	100%	81%
their child is making good progress at this school* (S2004)	82%	94%	83%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	78%
teachers at this school motivate their child to learn* (S2007)	94%	89%	85%
teachers at this school treat students fairly* (S2008)	88%	89%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%	94%
this school works with them to support their child's learning* (S2010)	94%	89%	84%
this school takes parents' opinions seriously* (S2011)	88%	100%	70%
student behaviour is well managed at this school* (S2012)	76%	100%	85%
this school looks for ways to improve* (S2013)	94%	94%	83%
this school is well maintained* (S2014)	94%	100%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	96%	93%
they like being at their school* (S2036)	90%	94%	93%
they feel safe at their school* (S2037)	94%	97%	93%
their teachers motivate them to learn* (S2038)	96%	100%	94%
their teachers expect them to do their best* (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	92%
teachers treat students fairly at their school* (S2041)	88%	93%	91%
they can talk to their teachers about their concerns* (S2042)	76%	92%	87%
their school takes students' opinions seriously* (S2043)	92%	92%	90%
student behaviour is well managed at their school* (S2044)	74%	93%	92%
their school looks for ways to improve* (S2045)	97%	99%	94%
their school is well maintained* (S2046)	92%	98%	93%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	98%
they feel that their school is a safe place in which to work (S2070)		97%	96%
they receive useful feedback about their work at their school (S2071)		91%	84%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		100%	95%
student behaviour is well managed at their school (S2074)		89%	82%
staff are well supported at their school (S2075)		91%	91%
their school takes staff opinions seriously (S2076)		93%	89%
their school looks for ways to improve (S2077)		99%	96%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		88%	85%

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

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

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

The P&C are highly active in our school and pride themselves on value adding to the children's education. They effectively support the strategic direction of our school. The P&C meetings are usually very well attended and meetings ran from 7:00pm - 9.30/10:00pm.

The parents provided high level support for the children at athletics day & other carnivals. They also supported staff and students on educational excursions our parents assisted with reading & other classroom rotations which was greatly appreciated by staff and students.

The café was very efficiently run last year by the P&C.

I wish to thank all parents for their collective contribution to our school in 201

### Reducing the school's environmental footprint

It is extremely difficult for us to evidence the reduction in our environmental footprint due to the fact that the school is growing so rapidly e.g. six additional classrooms were erected at the end of last year and there are eight permanent classrooms currently under construction in 2015. However, staff are endeavoring to recycle paper and the student Environmental Ministry assist the café staff in growing vegetables for consumption in our school lunches. A number of local businesses have come on board in assisting us with our garden project. Due to the age of the school a large number of lighting is automated. There is a solar paneling on the administration building.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012	138,345	1,055
2012-2013	249,237	1,337
2013-2014	271,061	1,488

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

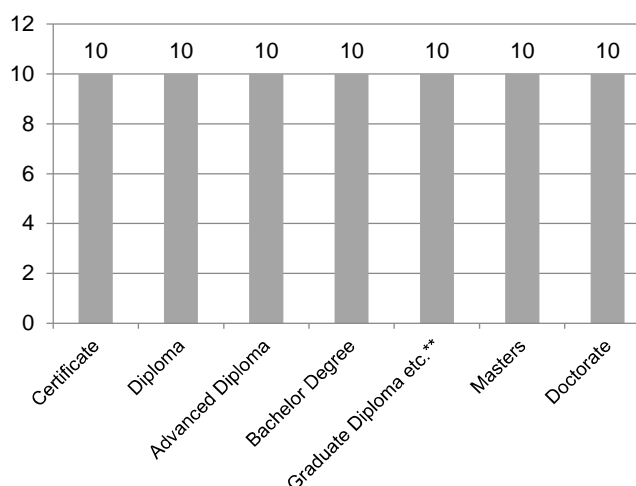
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	74	36	<5
Full-time equivalents	64	22	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
<b>Total</b>	<b>70</b>



\*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 2014 were \$38,465.81.

The major professional development initiatives are as follows:

The Principal, a Deputy Principal and the HOSSES attended the two day Quality Schools Inclusive Leaders conference in 2014, reviewing Inclusion policy and legislation and considering these in relation to Bounty Boulevard State School. On return to school all staff were inserviced in the Disability Standards for Education (DSE 2005) and the Disability Discrimination Act (DDA 1992). Elements considered included Reasonable Adjustments, equity, Special Provisions to Assessment and Differentiation generally.

In 2015 staff will be inserviced in needs around NCCD. Training will be sourced for Class Teachers and SEP Teachers through the MSSWD initiative in the areas of ASD and Dyslexia. SEP Teacher Aides and SEP Teachers will the online Manual Handling training courses. Key staff in the school will complete the Epilepsy training course with DET Nurse. All staff will complete Asthma training. A number of staff completed First Aid training courses. Key Support Teachers – both SEP and other and members of the Administration Team will complete the Non-Violent Crisis Intervention (NVCi).



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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 school year.

94% of the 2013 staff cohort was retained by the school in 2014.

100% of SEP Teachers will be new to the school at the start of 2015. Prior to this year, all SEP staff were on contracts as the SEP had grown rapidly during 2014. Permanent staff were appointed from DETE for the beginning of the 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

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

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

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

## Performance of our students

### Key student outcomes

SEP staff monitor achievement by SEP/EAP students and ensure that Focused Teaching and Intensive Intervention is provided for students achieving below year level and well below year level. These students are considered for Individual Curriculum Plans (ICP). 100% of SEP/EAP students are provided with access to Special Provisions /Reasonable Adjustments to Assessment where teachers see the need for this.

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%

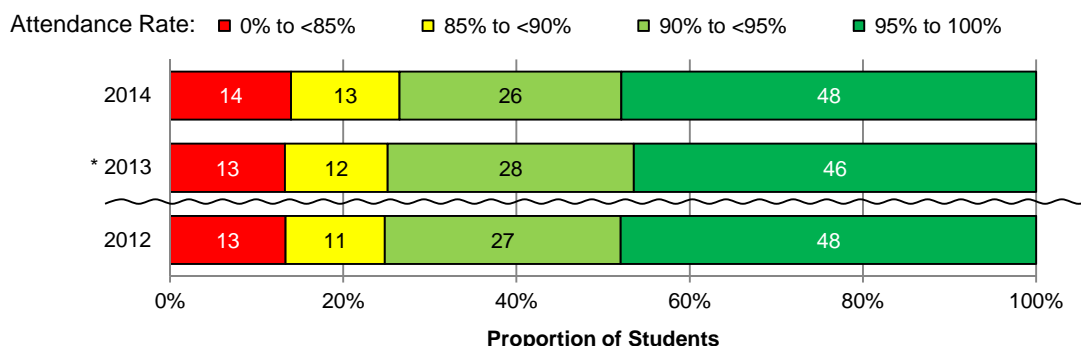
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	93%	93%	93%	92%	91%	92%					
2013	92%	93%	93%	93%	93%	92%	91%					
2014	92%	92%	93%	93%	93%	92%	92%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



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

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

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

EAP/SEP student's non-attendance is monitored by SEP staff and by their class teachers. Adjustments are made to facilitate increased attendance. Among other measures, these have included: students wearing adjusted uniforms, students arriving through the SEP to reduce anxiety. SEP staff contact parents to discuss options for adjustments to support attendance where student data raises concerns.

Rolls are marked twice a day at the beginning of the first session and again at the beginning of the last session. Parents/carers are contacted for an unexplained absence of more than 3 consecutive days. If children are late they are required to sign in at the office for a late slip. If a child departs early they are required to collect an early leave pass from the school office. For an extended period of absence, administration will contact the parent requesting an interview and a medical certificate. For parents who request leave from school for a period of 10 or more days an application for exemption from school is

required to be completed and signed off by the principal. Compulsory attendance letters were issued to those parents who were in breach of the Education Act.

### 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.

Students with a disability 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, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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### Achievement – Closing the Gap

In 2014 Bounty Boulevard State School had <5% of students who identified as indigenous students. There was a school focus on all students, including indigenous students to increase learning outcomes in literacy and numeracy.