

Bounty Boulevard State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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 was expected to be 1200 by the end of 2015. At Bounty Boulevard we enjoy a very harmonious multi-cultural population. At present the student population comprises 38 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. Our Indigenous population, (37), is very small in comparison with our general population however combined with our Pan-Pacific neighbours it represents 11% of the population. A new principal was appointed December 2014 and began service in January 2015 with the school being re-banded to band 11 due to student growth.

At Bounty we implement the Australian Curriculum (ACARA) supplemented by DET 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.

Bounty has a very experienced and diverse talented staff that is focused on 21st Century learning for our students. We support digital pedagogy through the seamless use of iPads within the classroom. In 2nd semester of 2015 our school strategically changed direction to become highly inclusive and socially just for 2016. 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 21st 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.

The performing arts at BBSS has developed over the years and now features significantly on our school calendar. We support instrumental programs, school choirs (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 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.

Each year there is an Annual Implementation Plan (AIP). Please see the website tab for this strategic document. The three primary planks that we are focusing on for 2015 are:

Reading
Numeracy
Positive Behaviour for Learning (PBL)

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

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.

School progress towards its goals in 2015

- Successful Investing for School funding (I4S) for 2015 (previously Great Results Guarantee funding)
- Prioritisation of the delivery of the Australian Curriculum- ACARA
- Successful implementation of the external curriculum review recommendation from Central Office Feb
- Introduction and implementation of Archer & Hughes explicit research based approach
- Enhance Literacy & Numeracy Results for 2015

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 pre transition program from Kindy to Prep
- Continue innovation - IPS providing an educational point of differentiation which is research based
- Embedded explicit teaching model of Archer and Hughes
- Embedding of the pedagogical framework
- Embed a feedback culture in our school to improve performance and reshape our pedagogical practice
- 2015 saw the reconfiguration of our workforce plan to introduce Head of Curriculum to deliver the Australian Curriculum & strategically source staff from across the state to match our school's changing needs
- Introduce Parallel Leadership in our school and increase leadership density of our staff and students
- The educational alliance/partnerships was formed with North Lakes State College, Mango Hill State School and Moreton Down State School in Term 2 2015 to support best practice and bring deeper authenticity to external moderation. Brokering 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
- 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
- Creation of a 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 & Well-being of both students & staff
- Establishment of School Council
- Workplace reform - Head of Student Services (workplace reform for future year instead of the 4th deputy – to be reviewed Nov/Dec 2016).
- Workforce planning. 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 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	934	443	491	16	92%
2014	1099	527	572	27	91%
2015	1175	579	596	33	92%

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

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

In 2015, there were several opportunities for our pre-preps and parents to engage in orientation visits. Other strategies were employed to ease the transition of pre-preps to our school:

- DP visited primary early year providers to glean information on incoming students and build partnerships.
- DP sourced the early year records
- All pre prep students were administered the Brigance screener to ascertain readiness for school
- HOSES visited AEIOU to identify the students with disabilities who were working on educational programs.

Characteristics of the student body:

Bounty Boulevard State School is part of the growing North Lakes community and 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 is 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 a Defence School Transition Aide (DSTA) who works for our school three days a week. We have 52 students from ADF families. 12% of students have English as an additional language/dialect (EAL/D).

During 2015 the SEP moved from a total of 42 students verified under EAP to 57.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	26	26	25
Year 7 Secondary – 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 included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	14	24	57
Long Suspensions - 6 to 20 days	2	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.

Curriculum delivery

Our approach to curriculum delivery

The curriculum review, driven by central office, recommended a number of key improvement strategies:

1. Review the roles and responsibilities of school leaders and support team
2. Development of instructional leadership
3. Development of a whole school explicit improvement agenda around literacy, numeracy and SWPBS (School-wide Positive Behaviour Support)
4. Review and development of school curriculum plan
5. Development of a Pedagogical Framework
6. Development of an assessment and monitoring framework

In response to these key improvement strategies, a range of actions occurred. The first action was the appointment of two Heads of Curriculum from Term 2-4: one to service Prep-Year 2 and one to service Years 3-6. The development of the BBSS pedagogical framework quickly followed and Terms 2-4 were spent embedding this document in practice.

In order to improve whole school curriculum alignment and quality control, an investment of \$55K (I4S funding) was put into year level planning, with the HOC, each term. The processes around year level planning are now embedded as year levels meet, for a half day, with the Head of Curriculum in Week 9 of each term to enact the school curriculum plan and assessment and monitoring framework.

Over the course of the year, as per the curriculum review recommendations, a range of curriculum artefacts were developed. As part of this development, as well as the focus on instructional leadership, the Archer and Hughes approach to explicit instruction was unpacked with staff over numerous professional development sessions. The Heads of Curriculum also implemented a primary focus on reading which included the introduction of literacy blocks, across the school. This culminated in the executive team providing teachers with formal feedback around their implementation of the Archer and Hughes model in the focus area of reading. This feedback is now provided to each class teacher twice per semester.

As of Term 4, one full-time position for Head of Curriculum was advertised statewide and a permanent appointment was made for 2016.

Our distinctive curriculum offerings

- Advancing education agenda by implementing the coding and robotics clubs within our school. These extra-curricular clubs will set the compass to how we embed digital technologies in the future.
- 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 / talent show

- Robotics Club – interschool robotic competitions
- Writers Club
- Instrumental music program – brass, woodwind and percussion Years 4 – 6
- Strings ensemble
- Concert band
- Sport program
- Active citizenship and student leadership
- Spanish Club
- Year 6 camp to Canberra and Tallebudgera, Year 5 camp to Runaway Bay and Year 4 camp to Currimundi
- Adopt a cop: Road Safety, 'Keeping Ourselves Safe', heightening his role in the school by attending carnivals and cross country
- Utilisation of Morcombe Foundation to promote Stanger Danger

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 BYOD program which is known as B Connected. Students continue to demonstrate their learning through use of iPads based on the implementation of the SAMR model.
- Every year level participates in a swimming program which focuses on skills and water safety (2016 – Yr 4 & Yr 2 only due to crowded curriculum)
- 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 reflects and enhances a particular unit of work.
- Students in Year 5 & 6 learn Spanish language and culture and have the opportunity to participate in a Spanish Club.
- Science - During 2015 Science curriculum at BBSS has been based upon C2C resources available through OneSchool. During Term 2 a Science resource room was identified. The room was quite overrun and a clean was organised over Term 3 and reviewed in Term 4. Science resource boxes aligning with C2C units were established for each year level and accessioned to cohort leaders. A review of available supplies showed that BBSS had very limited quantities of science equipment and very limited stores of consumable science items.

How Information and Communication Technologies are used to improve learning

Our school is a BYOD school. We operate a program known as B Connected which enables students to bring their own iPads in as part of their learning.

Bounty Boulevard State School uses a range of digital technologies embedded in student learning. Straight iPad classes are existent within the school which allows students and teachers to be able to provide a consistent delivery of lessons through a multi-modal approach. The school has an iPad Portal for parents which can be accessed for information for school appropriate apps required to be a part of the program.

The school operates a Home School Digital Resource Scheme including the use of Reading Eggs, Mathletics and Spelling City. Embedding the use of technology seamlessly is a goal that we continue to aspire towards. Ensuring that our 21st Century Learners at Bounty are engaging with the curriculum is paramount. Devices such as the laptops and iPads within the classrooms are use by our students as an effective tool for learning.

Health & Physical Education

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 Basketball, Rugby League, Touch Football & Gol
- Students representing the Pine Rivers district in swimming, basketball, touch football, rugby league, athletics, cross country
- Teams representing the school 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, soccer, netball, basketball, rugby league, softball, AFL and Oz-tag
- 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, new portable shade shelters were purchased
- Opportunity for whole school participation in a swimming program through local providers
- Three staff members managing Metropolitan North teams at State Titles.
- The Perceptual Motor Program (PMP) was designed to help children with their fine motor and gross motor skills. All Prep students participated in this program which included a specialised perceptual motor lesson each week. The PMP program developed children's balance, fitness, hand-eye co-ordination, motor skills and understanding of concepts (eg. on, in, through, under).

Creative Arts

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

The Drama Club is offered to students in years 5 and 6. The Drama Club is locally known as an extra-curricular club that cultivates talent for the future. In 2016, the Drama Club will perform their 6th annual production following the success of: *Oliver!* (2011), *Annie* (2012), *Seussical* (2013), *Grease* (2014), and *The Sound of Music* (2015). In 2016, the Drama Club will perform *The Lion King Jr* and are excited to be one of the first schools in Australia to do so. The Bounty Bards is offered to students in year 4 and is an energetic junior drama group; providing students with the foundation beginnings to their production performing journey. In 2016, The Bounty Bards will perform their 3rd annual production; *Aladdin Trouble*, following the success of *Masquerade* (2014) and *Cinderella & Rockerfella* (2015).

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

For the first time ever, Bounty entered students in the Creative Generations: State School On Stage performance in July 2015.

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 (a talent show for students from Year 3 to Year 6) was introduced into the school calendar in 2014 and is now a permanent fixture. In 2016 we see the extension of this showcase, offering a category for Year 4 to Year 6 in Term 2 and Year 2 and 3 in Term 4.

Ministries

Student Leadership is highly valued at Bounty Boulevard State School. Student Leaders in 2015 attended the Halogen Young Leaders Day conference; the focus of the conference was for young leaders to enhance their leadership capabilities and communication skills. All 15 student leaders accompanied Ms Male and the Principal to the event.

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.

Ministries allow senior students to voice their ideas for fundraising and school improvement and empower them to act on behalf of the student body. In 2016 it is planned that several of the ministries will change. Students also learn how to take minutes, set agendas and adhere to meeting protocols.

In 2015 the recipients were Children's Hospital Foundation, The Leukaemia Foundation, Our Rainbow House. There was some residual money from 2014 combined with some funding raised by the students leaders and \$6000 was voted to be transferred to the P&C for the shade structure of the junior playground and pirate ship.

Innovations that took place at the end of the year were for the House Captains to have a genuine role within the student leadership portfolio and will see them as Ministry leaders for the Sports Ministry.

The student leaders at Bounty Boulevard State School met on a fortnightly basis with the leadership coordinator and met monthly with the administration team including principal to create a genuine student forum to voice concerns and share their ideas, questions, problems and concerns that have been discussed at their Ministry meetings - similar to parliament. The goal is to make continuous improvement.

Students were trained by staff in public speaking. Students welcomed special guests and MC major assemblies and events. Eg. ANZAC Day, Remembrance Day, Daniel Morcombe Foundation.

Student Leader Accreditations took place at the end of 2015 and Ariana and Jayden were elected School Captains for 2016 with badging ceremony taking place in February 2016.

The school leaders for 2015 were exemplary role models and wonderful ambassadors for our school.

Social Climate

During 2015, Bounty Boulevard State School further embedded Positive Behaviour for Learning (PBL) with a whole school approach to implementing classroom expectations. This was achieved through the unpacking of the BBSS Behaviour Matrix through a dedicated four day program at the commencement of the school year with a focus on the school's four Respects – Respect for Self, Respect for Others, Respect for Learning, Respect for Property and Environment.

Following whole school professional development (PD) to ensure alignment, commonality of language and expectations, PBL lessons were explicitly taught each week. PD was also provided for teacher aides.

At the end of other scheduled PD, PBL members shared highlights, successes and information to ensure currency of knowledge.

There was a strong school representation with one member from each cohort represented. Throughout the year a committed team met fortnightly and led staff in the development of the school wide reward system for positive behaviour, 'Bounty Gold Collectables'. The signage and artefacts were collaboratively designed in 2015. The 'High Five' behavior strategy chart and Behaviour Matrix were distributed to classes, and throughout the school.

In 2015 behaviour incidents were recorded more systematically through OneSchool, providing data with greater authenticity. The data was analysed and collected in pivot charts and shared with staff on a 5 week cyclical basis. This data then informed our practice, and adjustments to termly duty rosters were made as a result.

As our practices became embedded we ensured that our Responsible Behaviour Plan for Students was updated to reflect PBL initiatives. These changes were communicated to students in classes and on assembly, and to parents through newsletters and the P&C meetings.

Committee members have attended Tier 2 readiness training as the school positions itself to move into Tier 2 in Semester 2, 2016.

It is important to us that our school community operates in a safe and respectful environment.

During 2015 the school employed a chaplain who worked three days a week and supported students at risk through specifically designed social programs that ran during lunch breaks. The rapport that was built was sustained during class time when the chaplain assisted those students in their guided reading sessions.

A Health and Well-being committee was established in 2015. The identified priorities were: 1. Oversee the chaplaincy program, PBL, Indigenous and Pan Pacific students, student well-being and staff well-being. 2. Investigate KidsMatter and using the framework as a guide for the school. 3. Look at implementing a social skills program. 4. Engage guest speakers. 5. Revisit the Learning, Love and Laughter motto of the school. 6. Reintroduce the social club and get together with staff. 7. Invest in getting wellbeing articles to deliver to staff each week.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	87%	88%
this is a good school (S2035)	100%	83%	90%
their child likes being at this school (S2001)	100%	94%	95%
their child feels safe at this school (S2002)	100%	95%	99%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	100%	81%	84%
their child is making good progress at this school (S2004)	94%	83%	86%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	78%	83%
teachers at this school motivate their child to learn (S2007)	89%	85%	93%
teachers at this school treat students fairly (S2008)	89%	87%	89%
they can talk to their child's teachers about their concerns (S2009)	95%	94%	96%
this school works with them to support their child's learning (S2010)	89%	84%	83%
this school takes parents' opinions seriously (S2011)	100%	70%	74%
student behaviour is well managed at this school (S2012)	100%	85%	85%
this school looks for ways to improve (S2013)	94%	83%	86%
this school is well maintained (S2014)	100%	94%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	93%	96%
they like being at their school (S2036)	94%	93%	96%
they feel safe at their school (S2037)	97%	93%	96%
their teachers motivate them to learn (S2038)	100%	94%	97%
their teachers expect them to do their best (S2039)	100%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	99%	92%	95%
teachers treat students fairly at their school (S2041)	93%	91%	95%
they can talk to their teachers about their concerns (S2042)	92%	87%	90%
their school takes students' opinions seriously (S2043)	92%	90%	92%
student behaviour is well managed at their school (S2044)	93%	92%	87%
their school looks for ways to improve (S2045)	99%	94%	99%
their school is well maintained (S2046)	98%	93%	97%
their school gives them opportunities to do interesting things (S2047)	96%	92%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	98%	94%
they feel that their school is a safe place in which to work (S2070)	97%	96%	99%
they receive useful feedback about their work at their school (S2071)	91%	84%	80%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	88%	92%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	100%	95%	99%
student behaviour is well managed at their school (S2074)	89%	82%	94%
staff are well supported at their school (S2075)	91%	91%	80%
their school takes staff opinions seriously (S2076)	93%	89%	78%
their school looks for ways to improve (S2077)	99%	96%	97%
their school is well maintained (S2078)	100%	100%	99%
their school gives them opportunities to do interesting things (S2079)	88%	85%	89%

'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

Bounty State School staff along with the rest of the stakeholders, community and parents successfully drafted a parent and community engagement policy by the end of Semester 1. This was endorsed by the P&C.

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

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

The café was very efficiently run last year by the P&C. It's operation was heavily streamlined by our new president of the P&C, Café committee and dedicated Cafe staff. The dedicated staff provided nutritious meals for student's and staff.

Planning is underway for the school community Bounty Family Fun Fair, (May 2016), with the P&C establishing a Bounty Family Fun Fair committee to co-ordinate and oversee this event.

The collective contribution and volunteering in our school from all parents is appreciated. They have provided value adding to our students' education in 2015.

Parents received information in the school Newsletter regularly on matters related to SEP practice.

Parents were kept informed about the transition program between NLSC SEP staff and with SEP staff at ECDPs to ensure effective transition into and out of BBSS.

Parents were also supported in the transition of their children from AEIOU, AQ and local Kindergartens and Child Care Centres to BBSS.

School Council

As part of our mandate as an Independent Public School, (IPS), a School Council was successfully established in the final term of the year. Community members were invited to join and to consider the election of a Chairperson in the first semester in 2016. The school council has a strong invested interest in ensuring quality governance in our school. There are 4 parents, 1 grandparent, 2 teachers and 2 administrators which make up this council body. They meet for 2 hours prior to a P&C meeting. The principal was keen to foster strong, rigorous and authentic relationships between the P&C and School Council by establishing a clear delineation of roles and responsibilities between the two bodies.

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 we had 4.8 million dollar build of 8 elevated permanent classrooms - O Block. (The concept was to future proof our accommodation needs so that eventually underneath can be enclosed to accommodate additional students as our population

continues to grow). However, staff are endeavouring 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	249,237	1,337
2013-2014	271,061	1,488
2014-2015	282,713	1,868

*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

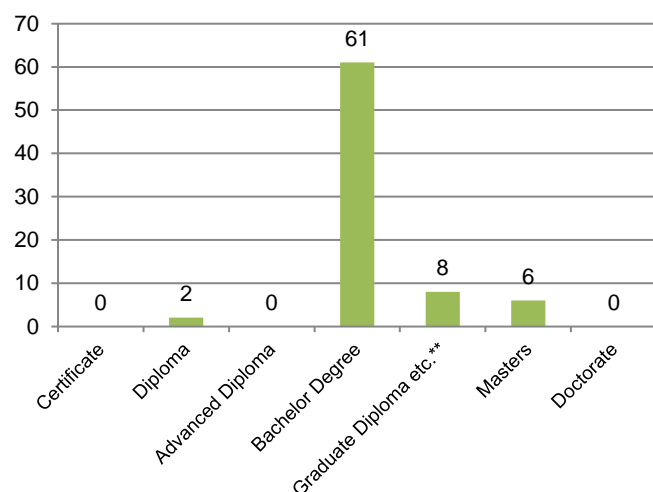
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	77	43	<5
Full-time equivalents	69	26	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	61
Graduate Diploma etc.**	8
Masters	6
Doctorate	0
Total	77



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$33,000.

The major professional development initiatives are as follows:

- Reviewed Inclusion policy and legislation and considering these in relation to Bounty Boulevard State School.
- On return to school all staff were serviced 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.
- Five teachers on staff were trained as Tutors for the Online Learning Courses through More Support for Students With Disabilities (MSSWD). Two groups of 12 teachers completed the MSSWD course for ASD and two more groups of 12 completed the Dyslexia course.
- SEP teacher aides and SEP teachers completed the online Manual Handling training courses. Key staff in the school completed the Epilepsy training course with DET Nurse. All staff completed Asthma training. A number of staff completed First Aid training courses. Key Support Teachers – both SEP and other and members of the Administration Team completed the Non-Violent Crisis Intervention (NVCi).
- Other professional development included: Construction of pedagogical framework, major focus on guided reading, PBL, review of assessment reporting framework, introduction of explicit instruction (Archer & Hughes), internal moderation, Cyber safety, National Consistent Data Collection, inclusive education, effective limit setting, reading, QSIL training, external moderation, anaphylaxis training, IPS and regional principals conferences

Through developing performance discussions PD has become more differentiated. This will continue in 2016.

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 school year.

As an IPS, admin was successful in conjunction with central and regional office in converting 15 teachers from temporary to permanent employees based at Bounty Boulevard. This provided certainty of tenure and boost staff morale of teaching colleagues. Liam Hackwood was permanently appointed as a Band 7 DP. The principal also ran a number of selection processes.

- Mrs Frances Roberts was permanently appointed as HOC, Head of Curriculum from Blackwater State School. (Commencing January 2016)
- WPR: Amanda Lilley won an external E.O.I and was appointed HOSS – Head of Student Services

School income broken down by funding source

School income broken down by funding source in 2015

1) General account	\$589,356.00
2) Great Results Guarantee	\$407,232.00
3) IPS Funding	\$50,000.00
4) Hire of Facilities	\$66,910.00
5) Commissions	\$17,865.00

Performance of our students

Key student outcomes

SEP staff monitors 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.

HOSES liaised with HOC to align practice of year level planning with ICPs and Differentiation planning and incorporated use of Australian Curriculum documents in ICP planning with specific intent to upskill staff in use and depth of documents.

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	93%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

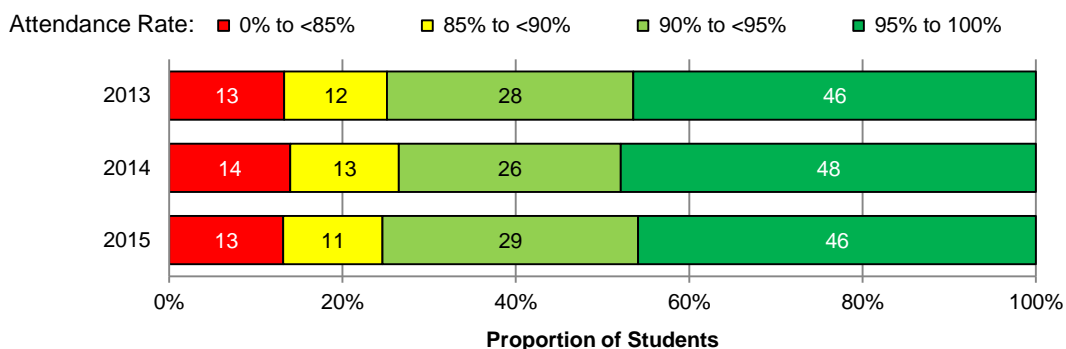
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	92%	93%	93%	93%	93%	92%	91%					
2014	93%	92%	92%	93%	93%	93%	92%	92%					
2015	92%	92%	93%	92%	93%	92%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 contacts 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.

As a result of parent and staff feed-back, we are looking to invest in a SMS program to communicate attendance and non-attendance throughout the school.

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.

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

Our students were well prepared in 2015 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 says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Achievement – Closing the Gap

Aboriginal and/or Torres Strait Islander Students

In 2015, strategic planning was initiated to develop an **Indigenous Engagement Plan**, to engage Aboriginal and/or Torres Strait Islander families and students enrolled at Bounty Boulevard State School (BBSS). This 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.

As this plan is currently at the conception phase, the goals of this document will become more apparent in 2016.

Highlights:

- Creation of an **Indigenous Engagement Plan** for Bounty Boulevard State School.
- Celebration and school based activities to recognise Harmony Day, Reconciliation Week and NAIDOC Week.
- Development of a school-based committee, to directly implement the Indigenous Engagement Plan.

Future Directions:

- Showcasing Aboriginal and/or Torres Strait Islander students to provide Acknowledgement or Welcome to Country, at major school events.
- Establishing support/extension programs 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 to build relationships and network foundations.
- Generating a school based dance troupe for Aboriginal and/or Torres Strait Islander students to maintain a link to their culture.
- Implementing Aboriginal and/or Torres Strait Islander perspectives across the curriculum and the provision of PD for BBSS Staff.
- Provide timely targeted intervention to improve Literacy and Numeracy results

Pan Pacific Students

At Bounty Boulevard State School, an engagement plan for Pan Pacific partners to; a) promote innovative communication and engagement strategies to improve connections b) foster collaborative partnerships to lift learning outcomes and c) strengthen relationships, was developed. This document is recognised as the **Bounty Boulevard State School Pan Pacific Partnership and Engagement Strategies Action Plan**. The document further identifies how we will create solid partners and solid futures with the Pan Pacific families and students at our school and within our community. We are currently reviewing how we implement culturally appropriate teaching and learning, increase access and participation of Pan Pacific students and improve positive transitions and connections between home and school. This plan will be further conceptualised and implemented in 2016.

Highlights:

- Creation of the **Pan Pacific Partnership and Engagement Strategies Action Plan**, for Bounty Boulevard State School.
- Celebration and school based activities to recognise Harmony Day – recognising diverse cultures, such as the Pan Pacific groups enrolled at the school.
- Development of a school-based committee, to directly implement the Pan Pacific Partnership and Engagement Strategies Action Plan.

Future Directions:

- Establishing support/extension programs for Pan Pacific students' literacy and numeracy outcomes.
- Invitation to Pan Pacific parents/carers to attend a school based morning/afternoon tea to build relationships and network foundations.
- Generating a school based dance troupe for Pan Pacific students to maintain a link to their culture.
- Hosting a Pan Pacific cultural event at the school to encourage community and parent participation.