Bounty Boulevard State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
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.

School progress towards its goals in 2018

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 1431 in Term 4, 2018. At Bounty Boulevard we enjoy a harmonious multi-cultural population. The student cohort comprises 52 different nationalities, along with 58 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 21st 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 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 Laugher 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 2018 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 2018 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 Pedagody' 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
- Continuation of a 5th 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 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1282	1361	1423
Girls	608	644	697
Boys	674	717	726
Indigenous	40	51	58
Enrolment continuity (Feb. – Nov.)	93%	94%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 1431 by Term 4, 2018. 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 2018 has been exceptional. 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 Week and Remembrance Day. These opportunities have given the Student Leaders a great deal of confidence in public speaking.

Our 2018 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 school Eco Marines program, our Lunchtime Clubs, enabling them to purchase new equipment and for a Year 6 gift to the school. They also raised funds for and increased awareness of the following charities; The Leukaemia Foundation, The Lady Cilento Hospital and the Daniel Morcombe Foundation.

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

Our student leaders truly lead by example in 2018 and were a true representation of our four respects here at Bounty.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	26	26	27

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

The curriculum at Bounty Boulevard State School is informed by the DET P–12 Curriculum, Assessment and Reporting Framework which specifies the requirements for Queensland state schools for delivering the Australian Curriculum for Prep to Year 12.

Our approach includes:

- 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
- Collaboration in year level teams to align planning, teaching and assessment. Classroom differentiation is demonstrated in individual teacher's planning.
- An expectation that classroom delivery includes differentiation, where support, scaffolding and extension is offered so that all students can achieve their maximum potential.
- Continued participation in cluster and regional curriculum opportunities including external moderation
- Specialist programs for Spanish, HPE, Music, Drama and Dance.
- Inclusion teachers support students verified by the Department of Education with having significant education support needs as a result of Speech Language Impairment, Autism Spectrum Disorders, Intellectual Disability, and others disabilities as required.
- Curriculum support is provided by Advisory Visiting Teachers for students with Visual Impairment and Physical Impairment.
- Guidance Officer provides support with assessment, advice around learning and teaching and counseling.
- Solid Pathways for High Performing Indigenous students.

Co-curricular Activities

Bounty Boulevard State School prides itself on the mix of and success of its extra-curricular activities. These fall into several areas, and participation is encouraged first and foremost, with opportunities provided for reaching a high level of performance. The following details these offerings:

- Interschool sports program
- Many of our students were afforded the opportunity to represent the District, Region and State in sporting activities.
- Dja Dja Mur Cultural Dance Group
- Our students participated in a variety of community events, including ANZAC Day and National Sorry Day.
- Participation in ICAS Testing (Digital Technologies, English, Maths, Science, Spelling & Writing)
- High School Transition Program operated in collaboration with North Lakes State College
- Various lunchtime activity groups
- Under 8s Day – This day is a celebration for this age group. Children in P-2 participate in a wide range of sensory stimulating activities
- School Camps – for students in Year 4-6
- Eco Marines

Performing Arts 2018

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 2018.

Drama Club is offered to students in Years 5 and 6. In 2018, the Drama Club performed their 8th annual production of Mary Poppins Jr; following the success of: Oliver! (2011), Annie (2012), Seussical (2013), Grease (2014), The Sound of Music (2015), and The Lion King Jr (2016) and The Little Mermaid Jr (2017).

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 2018, The Bounty Bards performed their 5th annual production, Alice the Musical; following the success of Masquerade (2014), Cinderella & Rockerfella (2015) and Aladdin Trouble (2016) and Beauty and the Beast Jr (2017).

Music is at the forefront of the performing arts program with choirs ranging from Year 2 to Year 6. In 2018 our vocal groups included: The Bounty Singers (Year 2 and 3), The Bounty Voices (Year 4 to Year 6) and The Bounty Harmonies (Year 5 to Year 6).

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 2018, offering students a chance to showcase a variety of talents.

How information and communication technologies are used to assist learning

At Bounty, we believe in creating and inspiring the next generation of learners to set up our children for future success in all that they do. How we create and inspire the next generation of learners is by providing and integrating learning platforms our children will require for success now and in the future. ICTs are used to assist learning, particularly in Year 3-5 1:1 iPad classes, titled AWAT (Anywhere, Anytime) classes. This program allows for all students across the cohorts to engage in 1:1 learning through the use of an Apple Device. The devices are embedded into all curriculum areas, assisting students to engage in critical thinking, creativity, collaboration and innovation with the future in mind. Since 2017, we have been hosting our annual Anywhere Anytime (AWAT) Expo. The event provides a fantastic opportunity for our local community to learn more about the program through a variety of stalls including student led demonstrations, interactive teacher presentations, vendor stalls, resource exploration and Parent Information Sessions around Cyber Safety.

ICT's assist to shift the traditional pedagogical approach of a teacher standing at the front of the classroom transmitting knowledge to students, to a more 21st century student centred approach. This approach gives children the opportunity to make decisions about their learning, and engage in collaborative and inquiry based learning. At Bounty, there has been a positive change in the perception of iPad use in the classroom, which now sees teachers highly valuing the way in which devices assist student learning.

The 'SAMR' Model categorises four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition. As staff develop their capabilities through internal Professional Development and coaching, they are also developing their understanding of the SAMR Model. In doing so, a common language is being developed to assist in pedagogical, content and technological knowledge and delivery. Our goal, is to improve staff capabilities and as such transform learning experiences resulting in higher levels of engagement, thinking and achievement for students.

In 2018, plans for a STEM Room were being created and initial stages implemented, whereby all classes have access to book a room housing robotics, coding and Maker Space type resources to encourage creativity, innovation and integration. Outside of the classroom, students are provided with an opportunity to attend Coding Club (Y3-6), Lego Club (Year3–4), STEM Club (Year 3-6) and Minecraft Club (Year 2-6). As well as opportunities to participate in STEM challenges hosted by QUT.

iPads at Bounty enable teachers differentiate more effectively to meet the needs of their learners. With apps like SeeSaw or Showbie, teachers can distribute differentiated tasks with recorded instructions. Once complete, students submit the task via the same platform for teacher and peer feedback, whether this be orally in a conference setting or typed straight onto the iPad. This 'digital portfolio' enables teachers to easily track student progress and development, and thus plan future learning accordingly. Students also use the assistive technology of iPads to complete their learning.

Since 2018 Bounty has participated in the Advancing STEM in Queensland state primary schools inquiry. Being part of a regional state-wide capability-building initiative has given us the opportunity to work with a STEM Champion to develop our own specific inquiry. Engaging in purposeful planning and working on implementing sustainable, evidence-based approaches to improving STEM outcomes for our students.

Social climate

Overview

At Bounty Boulevard State School, the students and staff value the four respects by having respect for self, others, learning; and property and environment. Our school has a Guidance Officer, School Chaplain, Defence Transition Aides and Social Emotional Learning Aides. As a team they run whole school, group and individual programs to develop the social emotional capacities of students and provide support to families and staff in times of need.

As a school we provide an inclusive education for all students to ensure that the school community members are supported and engaged in education every day. Our school celebrates individual differences and fosters inclusive practices within the school environment. We believe that all children can experience success within a school that values the diversity and acceptance that inclusion promotes. All students can succeed with the right supports for their education.

The Positive Behaviour for Learning team consists of Tier 1 and 2 teams that promote positive behaviour in all aspects of school life. They plan and support students and staff to develop and adhere to the four respects through daily teaching of expected behaviours.

Our school has a Guidance Officer, Defence Transition Aide and key members who support Social and Emotional needs. As a team they run whole school, group and individual programs to develop the social emotional capacities of students and provide support to families and staff in times of need.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	89%	89%
• this is a good school (S2035)	93%	90%	91%
• their child likes being at this school* (S2001)	97%	96%	95%
• their child feels safe at this school* (S2002)	97%	99%	98%
• their child's learning needs are being met at this school* (S2003)	93%	81%	85%
• their child is making good progress at this school* (S2004)	94%	87%	83%
• teachers at this school expect their child to do his or her best* (S2005)	97%	96%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	84%
• teachers at this school motivate their child to learn* (S2007)	90%	87%	89%
• teachers at this school treat students fairly* (S2008)	95%	88%	82%
• they can talk to their child's teachers about their concerns* (S2009)	94%	92%	92%
• this school works with them to support their child's learning* (S2010)	92%	87%	86%
• this school takes parents' opinions seriously* (S2011)	78%	75%	83%
• student behaviour is well managed at this school* (S2012)	84%	78%	79%
• this school looks for ways to improve* (S2013)	91%	87%	84%
• this school is well maintained* (S2014)	90%	92%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	94%	95%
• they like being at their school* (S2036)	94%	92%	93%
• they feel safe at their school* (S2037)	96%	91%	96%
• their teachers motivate them to learn* (S2038)	98%	94%	94%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	93%
• teachers treat students fairly at their school* (S2041)	95%	83%	91%
• they can talk to their teachers about their concerns* (S2042)	94%	91%	91%
• their school takes students' opinions seriously* (S2043)	91%	92%	84%
• student behaviour is well managed at their school* (S2044)	85%	78%	75%
• their school looks for ways to improve* (S2045)	97%	97%	95%
• their school is well maintained* (S2046)	96%	95%	91%
• their school gives them opportunities to do interesting things* (S2047)	96%	94%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	80%	94%
• they feel that their school is a safe place in which to work (S2070)	99%	90%	94%
• they receive useful feedback about their work at their school (S2071)	82%	67%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	94%	90%
• students are encouraged to do their best at their school (S2072)	100%	96%	94%
• students are treated fairly at their school (S2073)	96%	91%	82%
• student behaviour is well managed at their school (S2074)	96%	73%	69%
• staff are well supported at their school (S2075)	84%	61%	73%
• their school takes staff opinions seriously (S2076)	82%	61%	67%
• their school looks for ways to improve (S2077)	99%	80%	82%
• their school is well maintained (S2078)	99%	96%	98%
• their school gives them opportunities to do interesting things (S2079)	89%	73%	80%

* 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

Parents and community involvement is an important role at Bounty Boulevard State School. The school provides numerous opportunities for parents to play an important role in their child's education.

Opportunities include:

- Volunteering in classrooms to support reading programs
- Being involved in incursion and excursion to support students
- Attendance at weekly assemblies
- Excellence Awards assembly each semester
- Parent information sessions
- Pre-prep and high school transition programs
- Parent and Community organisation
- School Council

Families of students with diverse needs are encouraged to work in partnership with the support staff to address the needs of the students. Adjustments are planned and supports are in place to ensure all students have full access to participate in the curriculum. Staff write personalised learning plans for students with disabilities and work in collaboration with internal and external stakeholders to ensure every student succeeds.

Respectful relationships education programs

Bounty is a Positive Behaviour for Learning (PBL) school our four school expectations are based around Respect: for self, others, learning and property & environment. The PBL team has developed lessons developed from data collection of minor and major behaviours. They are delivered in all classes each week reflecting the four respects.

Students identified by teachers and the PBL data capture participate in Rock and Water, Zones of Regulation and programs designed to meet specific needs of the identified students. Our Guidance Officer supports individual families for domestic and family violence on a case-by-case basis and communicates with relevant agency to provide support for families.

The school delivers a school wide approach to support all students by being involved in the Day for Daniel and supporting students to complete activities to educate students on personal safety. Cyber safety is taught and re-enforced with students around the use of technology in the school and home environment.

The provision of education at Bounty Boulevard State School is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching. All staff purposefully plan differentiated and explicit teaching for all students

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	62	140	81
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

At Bounty Boulevard State School, we continue to monitor external lighting timers to ensure they are only on when required. Electricity usage has grown due to the completion and use of the Hall along with the completion of an additional 8 classrooms in O Block. Installation of water tanks was completed in early 2018. Data in the table below would indicate that it was incorrectly recorded during the 2016-2017 period.

Photocopying allocations have decreased in line with what should be printed for student and staff resources to reduce paper wastage.

Table 7: Environmental footprint indicators for this schoolUtility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	317,961	328,988	347,649
Water (kL)	2,366	778	2,139

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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 2018 Bounty Boulevard State School celebrated their 2nd year in this program and appointed four 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 continued 'Wrapper Free Wednesday'. They attended the Tangalooma EcoMarines Ambassador training, attended the WAVE Conference and a Gardening Club program was implemented where students cared for plants and the school environment.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

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.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	94	53	<5
Full-time equivalents	85	33	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	8
Graduate Diploma etc.*	10
Bachelor degree	76
Diploma	
Certificate	

*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 2018 were $43,046.51

The major professional development initiatives are as follows:

- First Aid and CPR Training
- Literacy workshops/training
- Executive Team Coaching
- STEM

The proportion of the teaching staff involved in professional development activities during 2018 was 53%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	91%
Attendance rate for Indigenous** students at this school	90%	91%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	92%	91%
Year 1	93%	92%	90%
Year 2	93%	93%	92%
Year 3	94%	94%	91%
Year 4	93%	93%	91%
Year 5	93%	93%	91%
Year 6	93%	93%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
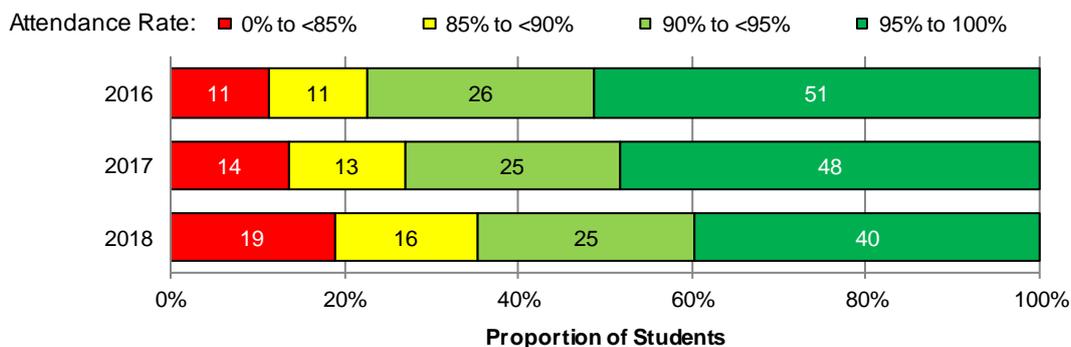
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 2018, the Attendance Policy and the SMS Text Messaging Service was 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.