



Bollon State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Bollon State School is a small two-teacher school located in South-West Queensland. The school takes pride in providing quality education through a superb learning environment supported by our active rural community. Catering for a small number of students from prep to year seven, we are able to focus on the individual learning requirements of each of our students. Every morning session the school boasts a two hour literacy block that begins with whole school group reading. These reading sessions are heavily supported by parent and community members who have participated in Support a Reader Program. Library, Music, H&PE, Key Teacher, Instrumental Music, Learning Support and Chaplaincy programs are delivered through regular specialists' visits, ensuring the school has a full yet varied curriculum. Located within the Balonne Cluster, the school's curriculum, cultural and sporting activities are enhanced through interschool events such as the Balonne Public Speaking Competition and Small Schools' Leadership Camp. Bollon State School is a prime example of a small school achieving great things through a committed staff with the support of an active parent body and wider school community.

Principal's Foreword

School Progress towards its goals in 2016

During 2015, Bollon State School was successful in achieving goals including:
Staff to attend targeted Professional Development opportunities.
Implement actions to improve reading. Continue reading rotations early in the morning across the whole school. Explicitly teaching reading and comprehension strategies using extra teacher support.
Implement numeracy rotations for the senior classroom creating smaller groups. Explicitly teaching numeracy concepts and strategies (determined by the analysis of data) using extra teacher support.

Future Outlook

Bollon State School will work towards achieving the following key goals in 2017:
By the end of 2017 the whole school curriculum in line with the PCARF.
Clear and articulate student individual learning plans completed and communicated to parents/caregivers by week 3 of each term.
The EIA of number is clearly articulated to the community via newsletters, signs, P and C meetings and parades.
Students achieving regional benchmarks and school targets for maths and reading.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	30	12	18	9	91%
2015*	32	15	17	10	100%
2016	27	12	15	12	86%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Bollon State School consists of two classes – a P-2 multi-age class and a 3-6 multi-age class. Most students reside in the small township of Bollon. There are also several families from properties surrounding Bollon. Student family occupation backgrounds include; farming and the labour force that supports farming such as shearers and shooters. Students come from a wide range of socio-economic backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	16	14
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

The school is organised as two multi-age classes for students with one being a Prep to Year 2 class and the other a Year 3 to Year 6 Class. A quality curriculum is offered across the Key Learning Areas, with a distinct focus on Literacy and Numeracy. Visiting specialist teachers provide curriculum offerings in: Health and Physical Education, Classroom Music, Library, Learning Support and Instrumental Music. Year 5 and 6 students study Japanese via Distance Education.

Co-curricular Activities

Swim Camp
Under 8's Day
CWA cultural day
Balonne District Sports Carnivals and Sport Trials
Instrumental Music Camps
Balonne Public Speaking Competition
Bollon Sports Carnival
School Camps

How Information and Communication Technologies are used to Assist Learning

ICTs are used by students on a daily basis. ICTs are integrated into Literacy and Numeracy activities each week so that students become competent at generating knowledge and understanding from digital sources. Students are also able to improve skills in ICT manipulation, preparing them for life in a digital age. Learning technologies in the school include; interactive touchscreens, digital cameras, iPads, data projectors, laptops, online lessons, robotics and scanners.

Social Climate

Overview

Bollon State School offers a safe and friendly educational setting for students. This is assured through the Bollon State School Responsible Behaviour Plan for Students which promotes the reinforcement of positive behaviour. Along with this, Bollon State School is a School Wide Positive Behaviour Support School which rewards positive behaviour both in the classroom and around the school grounds. These plans are specifically designed to maintain the high standards of behaviour, as an expectation which the staff and parent community have placed on the students. Students rated the school "Above" state average scores in the areas of School Climate and Satisfied With Your Wellbeing At School.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	83%	100%	100%
their child is making good progress at this school* (S2004)	83%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	83%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	90%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	83%
teachers treat students fairly at their school* (S2041)	100%	78%	83%

Performance measure			
Percentage of students who agree* that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	94%	100%	83%
their school takes students' opinions seriously* (S2043)	94%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	67%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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 are welcome any time at Bollon State School. They are encouraged to become involved in the daily happenings around the school. Parents and the wider community are an essential and valuable resource, their experiences and expertise providing diverse and unique learning opportunities to students. Parents are kept well informed of the happenings in the school via the school newsletter, the Bollon Bugle. A fortnightly edition is sent home to parents and distributed widely in the local community. Other strategies used to maintain strong ties between school, home and the community include:

Parents & Citizens Association.

Parent/Teacher Interviews.

School involvement in Community Events such as ANZAC Day and the Sports Carnival.

Swimming Camp and Swimming Lessons.

Inviting all parents to assist in reading rotations.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Bollon State School has implemented the following programs:

Friends for life (Semester One)

Resilience- Bounce back (Semester Two)

PBL- Life Skills

Adopt a cop

The school Chaplain also works with students in small groups focusing on personal development. Students are also aware of what to do and who to report to if they feel unsafe,

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Bollon State School reduced power usage in 2012. Electricity usage has been monitored carefully with all students and staff "switching off" air conditioning, heating, fans and lights when they are not required. This was also the third full year in which the solar panel system has reduced the school's power bill. In early 2013, more solar panels were installed taking us to a total of 44 solar panels around the school. Bollon State School relies on rainwater collection for drinking water. Our water tanks are also used to assist with watering the grounds, further reducing the school's use of the town water supply.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,273	6,663
2014-2015	15,018	482
2015-2016	19,703	121

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalents	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	3
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11,945.50

The major professional development initiatives are as follows:

- Literacy workshops
- Behaviour Management
- Principal meetings
- First Aid
- Students with Special Needs
- Pedagogical Coaching
- Planning and Accountability

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	100%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	96%	95%

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

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

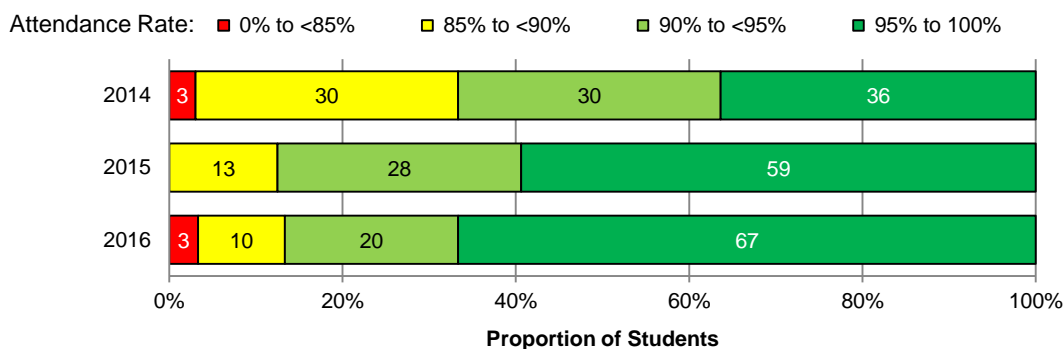
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	91%	94%	93%	95%	91%	90%	DW					
2015	90%	96%	93%	96%	96%	98%	94%						
2016	98%	93%	97%	93%	95%	96%	95%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Roll marking is undertaken electronically twice a day (mornings and afternoons) and absences recorded. Families are requested to explain absences upon the student's return to school and administrative staff will follow up on any unexplained absences through personal contact with parents or guardians. Extended and repeated unexplained absences are managed in accordance with DETE Policies. Rewards are given to students with 100% attendance in a term or to the student with the best attendance in a term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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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.