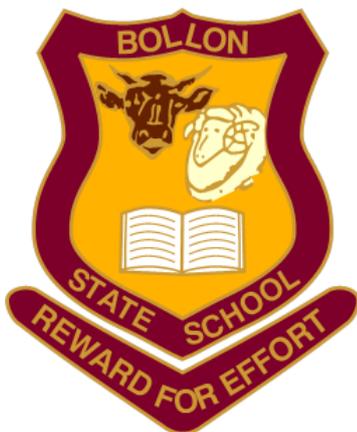


Bollon State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

It is with great pleasure that I present the School Annual Report, 2013 for Bollon State School. Bollon State School is a two teacher school in South-West Queensland providing a safe and nurturing environment for the children of Bollon and surrounding areas.

Bollon State School has a united and dedicated staff, determined to create a learning environment that caters to the needs of our students, both academically and socially. We are proud of our fine reputation in the community as providing a high quality education to the children of Bollon.

Contained within this report is the results achieved by our students in various standardised testing instruments. This includes National Assessment Program – Literacy and Numeracy (NAPLAN) – results students in Years 3, 5 and 7 received in; reading, writing, spelling, grammar and punctuation, and numeracy.

This report identifies the future direction Bollon State School will take as it continues to identify as the hub of learning in the Bollon community and is a reflection of the achievements of our school community throughout 2013.

School progress towards its goals in 2013

During 2013, Bollon State School was successful in achieving 2012 goals including:

- Implementation of the Australian Curriculum in English, Maths, History and Science. Implementing C2C units in English, Maths, History and Science across all year levels using multi-age C2C resources.
- Continued analysis of whole-school data to determine student learning needs. This occurred at school, grade and individual levels.
- Staff attending targeted Professional Development opportunities.
- Improving student attendance rates.
- Continuing to provide regular and relevant feedback and information to parents.
- Maintaining community confidence.

Future outlook

Bollon State School will work towards achieving the following key goals in 2014:

- Implement the Australian National Curriculum in English, Mathematics, History, Science and Geography.
- Continued analysis of whole-school data to determine student learning needs. This will occur at school, grade and individual levels.
- Staff to attend targeted Professional Development opportunities.
- Continue to provide regular and relevant feedback and information to parents.
- A school-wide improvement in literacy and numeracy with a focus on reading and understanding.

Queensland State School Reporting 2012 School Annual Report



Improve attendance rates for all students.
Implementation of a new behaviour system through School Wide Positive Behaviour Support (SWPBS)
Maintain community confidence.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	20	7	13	94%
2012	35	14	21	100%
2013	29	11	18	83%

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

Characteristics of the student body:

Bollon State School consists of two classes – a P-2 multi-age class and a 3-7 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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 2	17	17	14
Year 4 – Year 7 Primary			15
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

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 7 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 6 and 7 students study Japanese via Distance Education. Students in Years 5-7 have been participating in Project Unify – an online literacy program offered by the Brisbane School of Distance Education.

Extra curricula activities

Dirranbandi Swim Camp
Under 8's 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

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 with the school

Results of the 2013 School Opinion Survey show that parents, students and teachers were satisfied with the performance of the school, rating the school at "similar" or "above" the state average for each of the performance measures.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	93%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	87%
their child is making good progress at this school* (S2004)	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	92%	87%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	94%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%
teachers treat students fairly at their school* (S2041)	90%	100%
they can talk to their teachers about their concerns* (S2042)	90%	100%
their school takes students' opinions seriously* (S2043)	100%	94%
student behaviour is well managed at their school* (S2044)	89%	94%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	88%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

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

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are welcome any time at Bollon State School. They are encouraged to become involved in daily reading activities. 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 weekly 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.

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 second 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	
	Electricity kWh	Water kL
2010-2011	19,566	3,426
2011-2012	22,071	480
2012-2013	25,850	480

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

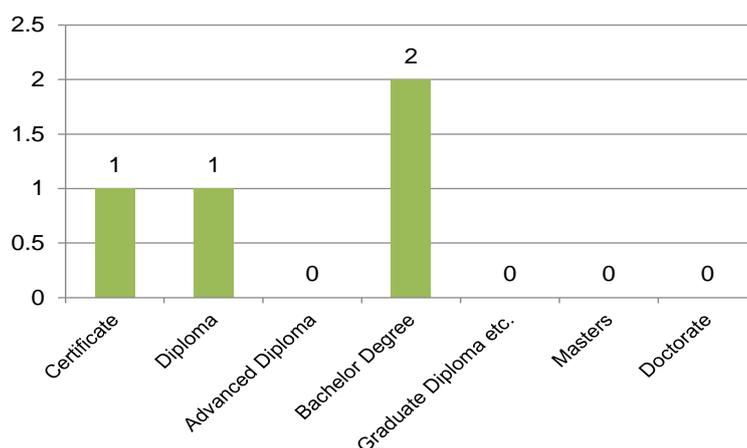
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	7	1
Full-time equivalents	2	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	4



* 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 2013 was \$11,631.53

The major professional development initiatives are as follows: Australian Curriculum Workshops, Principals Conferences, Cluster meetings, Core Departmental conducted professional development, Teacher and Teacher Aide Student Free Day workshops.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	100%

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 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	87%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

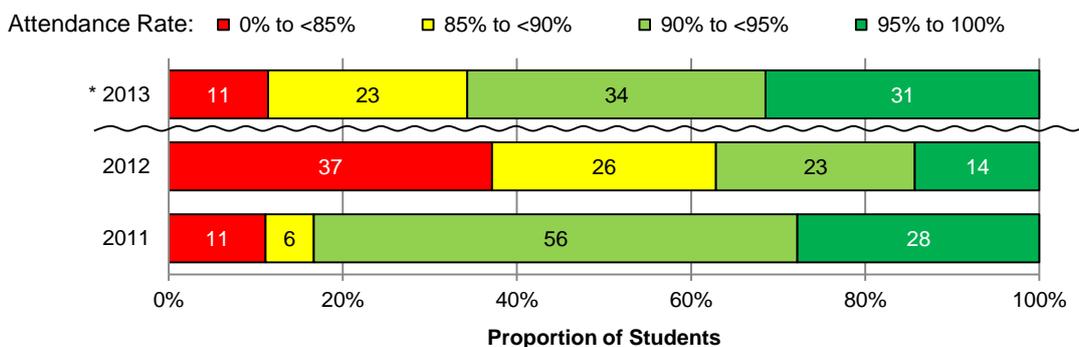
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	88%	98%	DW	94%	DW	DW					
2012	91%	86%	85%	89%	DW	82%	DW					
2013	93%	91%	97%	88%	90%	DW	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

Description of how non-attendance is managed by the school

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

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.

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.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a blue "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" selected, a "Non-government" checkbox, and a blue "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

In 2012, a reverse gap existed in attendance between Indigenous and Non-Indigenous students with Indigenous student attendance 5.8% higher than Non-Indigenous student attendance. In 2013 this narrowed with Indigenous student attendance being 3.1% higher than that of Non-Indigenous students. This is despite the overall attendance of Indigenous students rising to 4.7% to 95.5%. All

Performance of our students

Indigenous student enrolments were retained from 2012 into 2013. In reading, writing and numeracy, the achievements of Indigenous students are comparable with their Non-Indigenous peers.