

Bollon State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

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 caring and co-operative 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 are 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 and 5 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 2015.

School progress towards its goals in 2015

During 2015, Bollon State School was successful in achieving goals including:
 Implement the Australian National Curriculum in English, Mathematics, History, Science and Geography.
 Staff to attend targeted Professional Development opportunities.
 A school-wide improvement in literacy and numeracy with a focus on reading and understanding.
 Improve attendance rates for all students.
 Implementation of a new behaviour system through School Wide Positive Behaviour Support (SWPBS)

Future outlook

Bollon State School will work towards achieving the following key goals in 2016:
 Implement the Australian National Curriculum in English, Mathematics, History, Science, Geography and Civics and Citizenship.
 Continued analysis of whole-school data to determine student learning needs. This will occur at school, grade and individual levels. Improve reading levels, mathematical problem solving skills and writing skills.
 Provide regular and relevant feedback and information to parents.
 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	29	11	18	5	83%
2014	30	12	18	9	91%
2015	32	15	17	10	100%

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.

Characteristics of the student body:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	5	16	16
Year 4 – Year 7 Primary	3		
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	0	0	0
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.

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

Extra curricula activities

Toowoomba 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 improve 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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	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)	87%	83%	100%
their child is making good progress at this school (S2004)	80%	83%	100%
teachers at this school expect their child to do his or her best (S2005)	93%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	93%	100%	100%
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)	100%	83%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	87%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
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)	94%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	90%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	78%
they can talk to their teachers about their concerns (S2042)	100%	94%	100%
their school takes students' opinions seriously (S2043)	94%	94%	100%
student behaviour is well managed at their school (S2044)	94%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
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)	88%	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%

'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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	25,850	480
2013-2014	10,273	6,663
2014-2015	15,018	482

*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.

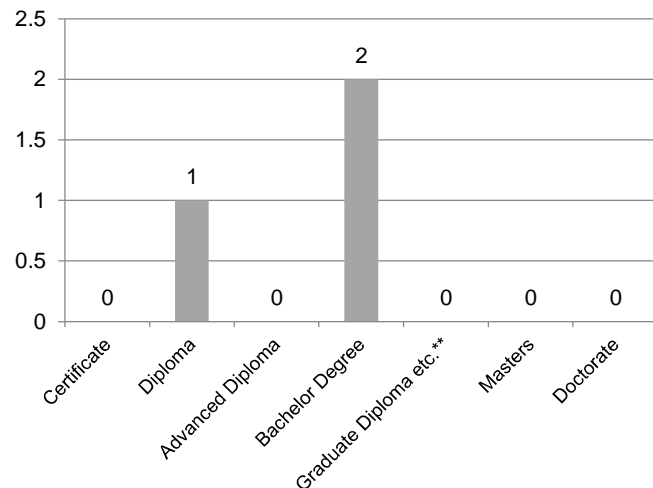
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time equivalents	2	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 \$15727

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 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	97%	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 2015 school year.

School income broken down by funding source

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

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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 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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	94%	96%

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%.

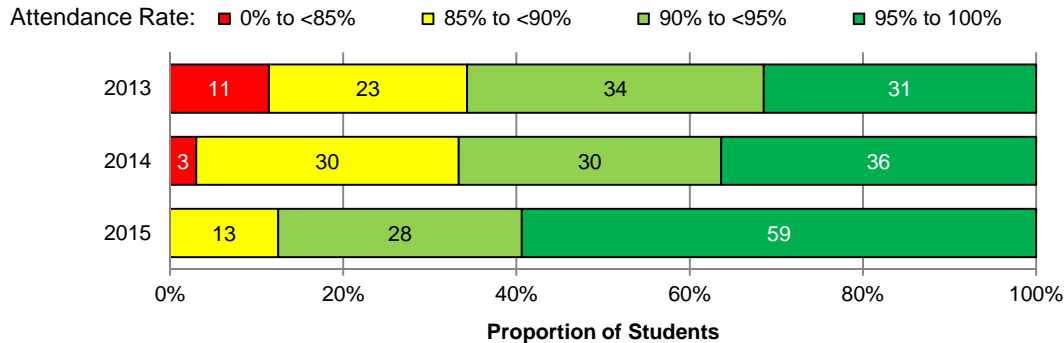
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	91%	97%	88%	90%	DW	92%					
2014	93%	91%	94%	93%	95%	91%	90%	DW					
2015	90%	96%	93%	96%	96%	98%	94%						

*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.

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.

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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.