



Bollon State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Bollon State School is a small one-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. Music, HPE, 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.

School progress towards its goals in 2018

During 2018, 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.

Future outlook

Bollon State School will work towards achieving the following key goals in 2018:

By the end of 2018 the whole school curriculum in line with the PCARF.

Clear and articulate student individual learning plans completed and communicated to parents/caregivers each term.

The EIA of number is clearly articulated to the community via newsletters, signs, P&C meetings and parades. Students achieving regional benchmarks and school targets for reading.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	27	23	14
Girls	12	9	6
Boys	15	14	8
Indigenous	12	7	3
Enrolment continuity (Feb. – Nov.)	86%	85%	88%

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

Bollon State School had one class: P-6. Most students reside within the small township of Bollon. There are also some families that travel to school from the wider Bollon district. The occupation of most students' families revolve around rural industries including farming and its' supporting labour forces, such as shearers and shooters. Students come from a variety of socio-economic backgrounds

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	9	15
Year 4 – Year 6		4	
Year 7 – Year 10			
Year 11 – Year 12			

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 school is organised a single class for students Prep to Year 6. 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

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Co-curricular Activities

Swim Camp
Under 8's Day
QCWA cultural day
NAIDOC Activities
Balonne District Sports Carnivals and Sport Trials
Instrumental Music Camps
Balonne Public Speaking Competition
Small Schools 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

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)	100%	67%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	67%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	50%	100%
• their child is making good progress at this school* (S2004)	100%	33%	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%	50%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	67%	100%
• teachers at this school treat students fairly* (S2008)	75%	83%	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%
• this school takes parents' opinions seriously* (S2011)	100%	80%	100%
• student behaviour is well managed at this school* (S2012)	100%	80%	100%
• this school looks for ways to improve* (S2013)	100%	83%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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%	100%	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)	83%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	83%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	83%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	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%

* 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)	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)	88%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	100%	100%
• 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%	88%	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 education 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:

PBL- Life Skills

Adopt a cop

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	1	0	0
Long suspensions – 11 to 20 days	0	0	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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,703	16,197	16,813
Water (kL)	121	240	240

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.

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.

The screenshot shows the My School search interface. At the top, there are two buttons: "Find a school" and "Search website". Below these is a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Underneath the search bar are three dropdown menus: "School sector", "School type", and "State".

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

The screenshot shows a button labeled "View School Profile".

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

The screenshot shows a navigation menu with the following items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background.

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

*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	
Graduate Diploma etc.*	1
Bachelor degree	1
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 \$6 949.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	93%	89%
Attendance rate for Indigenous** students at this school	95%	91%	92%

* 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

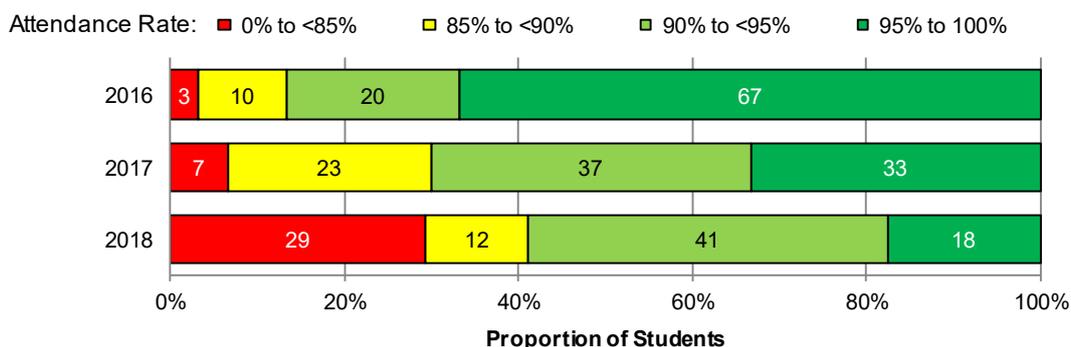
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	98%	94%	92%	Year 7			
Year 1	93%	93%	DW	Year 8			
Year 2	97%	93%	81%	Year 9			
Year 3	93%	92%	91%	Year 10			
Year 4	95%	92%	96%	Year 11			
Year 5	96%	92%	86%	Year 12			
Year 6	95%	95%	88%				

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.

Roll marking is undertaken electronically twice a day (mornings and afternoons) and absences recorded. Families are requested to explain absences in advance where ever possible. Administrative staff follow up daily on any unexplained absences through personal contact with parents or guardians. Extended and repeated unexplained absences are managed in accordance with DoE 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 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.