



# Bouldercombe 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



## Contact Information

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## School Overview

Bouldercombe State School is located a twenty minute drive south west of Rockhampton. The township consists predominantly of farming and large house blocks. Student population is presently 130 students. Bouldercombe's distinctive, 'Our School is a Family Affair' is a central objective of our school's provision of a warm and supportive learning and working environment. Our success in supporting all students, including those with learning and behavioural needs, and those displaying gifted and talented tendencies, are acknowledged across the district. More than one quarter of our total school population reside outside the catchment area, further evidence of the attraction of our offerings. The school boasts exceptionally high satisfaction levels from parents, students and staff in the annual School Opinion Surveys. Our commitment to academic achievement through quality teaching and learning programs, is evidenced by our ongoing improvement in local and systemic data. Our whole school camping program, use of ICTs, cultural and sporting endeavours and quality school facilities, ensure children are engaged in a highly effective educational and futures-focussed experience.

## Principal's Forward

### Introduction

We at Bouldercombe State School are incredibly proud of our past achievements, our progression towards identified goals, and the daily commitment to seeing every child in every classroom learning every day. Our dedicated and caring staff that is passionate about providing the best teaching and learning programs within a safe and supportive school environment.

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More than one quarter of our total school population reside outside the catchment area, further evidence of the attraction of our offerings. Our P&C continues to partner with us to achieve our goals; the central focus of course being to provide the best possible learning opportunities for students within a caring and supportive environment.

This report will also be available on the schools web site and copies are available from the school office on request. While all state schools are required to complete this document for compliance purposes, it has served as a celebration of what Bouldercombe State School has achieved in the last twelve months.

## School Progress towards its goals in 2016

Goal	Progress
Literacy and Numeracy improvement at all junctures	Positive achievements in data sets for year three and five in 2015 and continuing improvement trends in closing the gap to meeting the national minimum standard and upper two bands levels in reading, grammar and spelling. The Great Results Guarantee funding supported early intervention for students to help them to continue to move towards improvement.
Numeracy and Spelling development across the whole school	Consistency and whole school programs using diagnostic assessment and whole school implementation implemented across all year levels. Bouldercombe's achievements in spelling showed positive movement trend across Years 3 and 5 (also with increase shift of student cohorts placed in the U2B) and higher which is also across whole school data sets of positive growth. Whole school consistent improvement year 3 and year 5 gains similar or above nations gain in learning.
Feedback: models for collegial critique & modelling	Staff worked with the continual implementation of Explicit Instruction focused around spelling and numeracy and reflected on effective future strategies to meet identified learning goals for students and for teachers. Working towards consistency in a systematic moderation and development across whole school to be responsive to individual learners to continue trend of improvement.
Differentiations	The I4S funding resulted in improved support in classrooms to close learning gaps and provided enhanced differentiation support shifting cohorts to U2B.

## Future Outlook

In 2017 we continue to focus around improvement across all areas:

- Consistency in numeracy and spelling improvement at all junctures- with results at least comparable to the nation in year three and adequate yearly progress in year five.
- Consistency in whole school programs in teaching target areas to continue to lift achievement trends and are proactive in engaging students in their learning.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	158	82	76	35	91%
<b>2015*</b>	143	72	71	28	93%
<b>2016</b>	139	77	62	30	93%

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

Bouldercombe draws its student population from a variety of backgrounds and locations. We are proud that almost 40% of our students come from outside the Bouldercombe catchment area. Our current school enrolment is 138, increasing to 140 in 2016. The majority of these students are from Mount Morgan and Gracemere. Our Indigenous student's population is 20%.

### 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	24	24	22
Year 4 – Year 7	21	27	27
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

Strategies for students at risk including strategic support programs  
Speech Learning Support through key staff members employed one day a week  
Use of Information and Communication Technologies throughout the school including Interactive whiteboards, XO laptops and ipads  
Unique school camping program from Prep – Year 6  
Online literacy programs  
Whole school dance program, specialist art teacher and inclusion in local Arts Programs and linking to Bouldy Bash Artists to work within our school.

### Co-curricular Activities

Student leadership among older students is enhanced through our Project Club and the various sub committees of which students are an integral part  
Project Club support of non-profit organisation  
Gardening club and associated activities to promote sustainability  
Involvement in national celebrations such as Anzac Day  
Interschool Sports  
Shine Program  
Strength Boys Program  
Fundraising for MND, Muscular Dystrophy, Genes for Genes and Capricorn Helicopter Rescue

### How Information and Communication Technologies are used to Assist Learning

**The Bouldercombe School community see the effective use of ICTs as an integral part of the Teaching and Learning Process in classrooms. Some strategies used to enhance the use of ICTs include:**

Inclusion of ICTs in all classroom unit planning  
Interactive whiteboards in most classrooms and library  
Student use of a variety of online resources to compliment classroom learning  
Digital cameras, iPods, ipads and XOs utilized by teachers and students  
School staff access online materials for professional development and curriculum development  
Use of Oneschool centralised data as part of the Responsible Behaviour Plan

## Social Climate

### Overview

Bouldercombe State School prides itself on the friendly and positive school ethos we have embedded into our culture. This has been attained by:

Maintaining a positive approach to managing school behavior through the implementation and maintenance of an Anti-Bullying Charter, and comprehensive processes for preventative behavior management and responses to inappropriate conduct

Establishing a dynamic partnership with our positive and supportive parent body

The regular acknowledgement of excellent student behavior through our Gold and Silver Awards Program including weekly student of the weeks presented on parade.

The involvement of a school Chaplain to assist our students and families.

The school Chaplain program is pivotal to student and family relationship and ensuring that we continue to support all learners to be happy and effective in our community. We are a small school that is very proactive in ensuring that our students are safe and feel safe in our school and this is reflected in our survey data with 97% of students feeling safe. To ensure that all students continue to build their skills in being an effective citizen each week a focus social skill is developed across the whole school based on our "Be Responsible, Be Respectful, and Be Safe". To ensure that we are proactive all behavior concerns are recorded in Oneschool so that all staff are aware of any areas that are requiring greater support. We have continued lower behavior incidences and across the whole school have continued to work on the consistent implementation of support strategies for all learners.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	93%	94%
this is a good school (S2035)	82%	93%	93%
their child likes being at this school* (S2001)	100%	87%	94%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	82%	93%	90%
their child is making good progress at this school* (S2004)	91%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	87%
teachers at this school motivate their child to learn* (S2007)	100%	87%	90%
teachers at this school treat students fairly* (S2008)	91%	80%	77%
they can talk to their child's teachers about their concerns* (S2009)	90%	93%	97%
this school works with them to support their child's learning* (S2010)	80%	93%	93%
this school takes parents' opinions seriously* (S2011)	73%	87%	77%
student behaviour is well managed at this school* (S2012)	100%	100%	90%
this school looks for ways to improve* (S2013)	100%	100%	87%
this school is well maintained* (S2014)	91%	93%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	97%	100%	89%
they feel safe at their school* (S2037)	100%	98%	96%
their teachers motivate them to learn* (S2038)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	96%
teachers treat students fairly at their school* (S2041)	100%	100%	96%
they can talk to their teachers about their concerns* (S2042)	100%	98%	91%
their school takes students' opinions seriously* (S2043)	100%	100%	91%
student behaviour is well managed at their school* (S2044)	97%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	88%	85%
they feel that their school is a safe place in which to work (S2070)	100%	94%	85%
they receive useful feedback about their work at their school (S2071)	67%	69%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	90%
students are treated fairly at their school (S2073)	100%	75%	85%
student behaviour is well managed at their school (S2074)	100%	100%	90%
staff are well supported at their school (S2075)	67%	75%	85%
their school takes staff opinions seriously (S2076)	67%	67%	85%
their school looks for ways to improve (S2077)	100%	94%	85%
their school is well maintained (S2078)	89%	88%	85%
their school gives them opportunities to do interesting things (S2079)	89%	88%	85%

\* 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

Bouldercombe State School receives a wide variety of involvement from parents and the community to support all our learning's. Our parents are actively involved in a variety of classroom activities including reading and maths groups, art program and also including school excursions and school camps. We encourage parent to be part of the everyday programs at Bouldercombe State School.

Central to the success of the Bouldercombe State School is our established positive partnerships with our parent body. This underpinned in school culture and portrayed to all through our school motto: "Our School is a Family Affair." The school P&C continues to whole heartedly support school initiatives and direction through finances and in kind.

Parental involvement in school life includes participation in :

- Surveying of parents to inform decision making
- Innovative School Camping Program
- Class and school excursions and sporting events
- Learning Celebrations and special events
- Running of school tuckshop
- Transport to and from school events including extended Learning Programs and sporting events
- Volunteer classroom help
- Involvement in sustainable program and gardening club
- P & C fundraising events including the School Fete, Pie Drive, Bouldy Bush Ballad Bash and Trivia Night

We value and acknowledge the work of parents and volunteers at our Volunteers BBQ as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletter, assemblies and learning celebrations.

Parent teacher interview are scheduled for the end of the term one and term and end of term three. At the start of each term each family receives information about the upcoming learning and expectations for the term. Many Bouldercombe parents actively involve themselves in school life through classroom participation, P&C support with fundraising and attendance at school functions and events. We activity welcome and value parent partnership and are part of our 'Parent Community Engagement Framework.

### Respectful relationships programs

Bouldercombe students, staff and families are encouraged to recognize, react and report when they, or others, are unsafe. Our school has developed and implemented support programs foster appropriate, respectful and healthy relationships.

### 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	1	1	4
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

As a whole school Staff and students are conscious of our everyday decisions that are able to recycle, reduce and reuse and the impact our school has on the environment. We continue to strive to reducing our electricity usage where possible and look to future alternatives that could assist in limiting our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	43,448	0
2014-2015	38,056	



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	38,510	

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	9	6	1
Full-time Equivalent	8	3	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	
Bachelor degree	9
Diploma	0
Certificate	0

\*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 \$10 500

The major professional development initiatives are as follows:

Peer feedback, coaching and mentoring

Numeracy- early and open ended tasks

Explicit Instruction,

First Aid

Code of Conduct & Ethical Decision Making and Student Protection Training,

Oneschool training: data analysis

The proportion of the teaching staff involved in professional development activities during 2016 was 95%.

## Staff Attendance and Retention

### Staff attendance

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

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### 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%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	89%

\*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

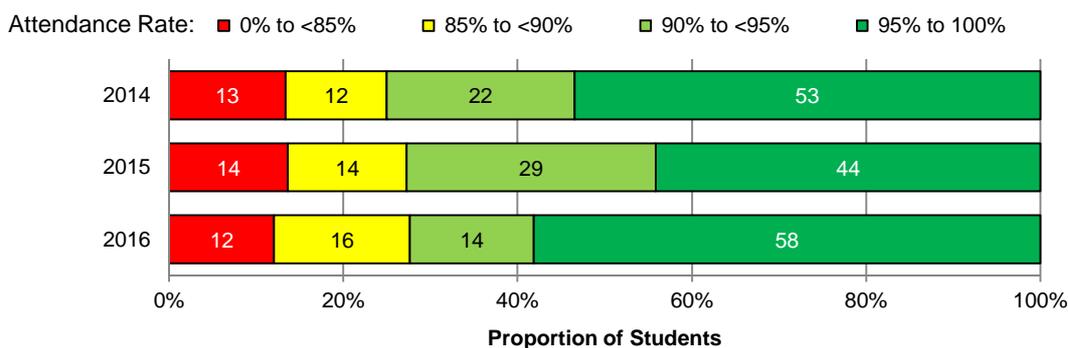
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	93%	95%	94%	93%	91%					
2015	94%	91%	91%	91%	93%	91%	94%						
2016	94%	93%	95%	95%	91%	93%	94%						

\*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.

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At Bouldercombe parents are reminded regularly in our newsletter about the link between attendance and student outcomes. Attendance data trends are published in our newsletter to share any concerns with the community.

At Bouldercombe State School, class rolls are marked twice per day. Where teachers notice absence patterns are emerging, contact is made with parent to determine any particular reasons or concerns. If further support is needed, the absenteeism is referred to admin. In cases of ongoing absences, a formal process is commenced according to DET policy.

At Bouldercombe we also celebrate students and classes with the high attendance are also working towards class party and also each individual child receives at the end of the term their % of attendance with congratulation and for to those that are at risk are encouraged to come in and work with the school lift the attendance of their child. Home visits are also undertaken in an effort to build good communication with parents and to develop effective strategies to reduce school reluctance.

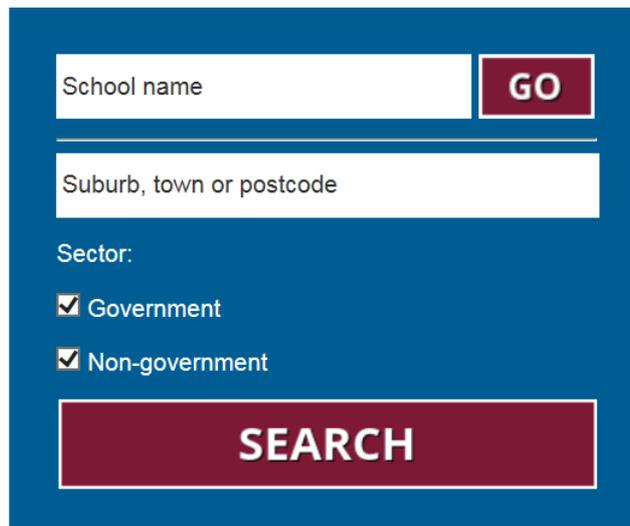
## NAPLAN



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 name

Suburb, town or postcode

Sector:

Government

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