

Bororen State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Bororen is a small country school situated approximately 60km south of Gladstone and 12km north of Miriam Vale, catering for students in Prep to Year 6. We are staffed by an experienced and dedicated team committed to providing high quality education that makes a positive difference to the lives of all students. We equip our students with confidence and skills to enable them to successfully move forward from our small environment to the larger more complex secondary school environment and to contribute to a socially, economically and culturally vibrant society.

At Bororen we are proud of the fact that we are 'small' and we are country. We believe that these things enable us to provide an excellent learning environment that promotes individual achievement and success. Multi-age classes mean our teachers differentiate for all students, providing them with opportunities to experience success. Our experienced and dedicated team know each and every student personally and are therefore able to cater to each individual child's learning style and needs.

Principal's Foreword

Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our schools journey in 2016 and can be obtained on the school website and in hard copy from the school office.

School Progress towards its goals in 2016

The key priorities outlined in the Annual Implementation Plan are:

KEY PRIORITY	PLAN	PROGRESS	COMMENTS
Successful learners	Students engage in daily reading and comprehension	Multi-lit implemented for students identified as reading below chronological reading age Sheena Cameron reading strategies used (3-6) Literacy groups 3 x per week to target instruction	Teacher aides and teacher monitor and review student progress Literacy groups 3x per week with explicit teaching
Teaching Quality	Implement Reading to Learn Program as a whole school approach to teaching reading.	Daily reading occurs Weekly R2L lessons enacted in classrooms	PD provided to all staff in staff meetings - ongoing
School Performance	Monitor student data in 5 week cycles to track progress and guide teaching	Formative assessment for C2C units Monitoring Checklists used Data wall established	'Data is every staff member's business'
Principal Leadership	Drive the school improvement agenda with teaching staff and volunteers engage in supporting students to reach their potential in reading	All staff know the improvement agenda All staff use the data wall R2L embedded by all staff Whole school consistency of practice	R2L PD is ongoing with all staff
Local Decision Making	Embrace autonomy and create partnerships	Weekly newsletter maintained Consultation through P&C occurs for many decisions Relationships being built with school hall committee	Maintain focus for 2017

		Active involvement with community events (ANZAC day and Botanic to Bridge)	
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Future Outlook

In 2017, Bororen's narrow and explicit improvement agenda is focused on:

IMPROVEMENT IN READING AND WRITING

- All staff implement Reading to Learn (R2L) to support the school-wide plan
- Collaboratively develop a school-wide pedagogical framework
- Develop a school wide R2L coaching plan – all staff engaged in R2L coaching
- Intervention programs implemented with students reading below age – toe by toe or multilit
- All staff skilled in data collection and analysis pertaining to reading
- Employ use of graphic organisers and top level structure to improve writing results and English A-E data

The school improvement hierarchy is used as a 'think to' to inform planning and direction. Constant monitoring and evaluation of tracking toward school goals occurs, with modification as required.

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	47	22	25	5	73%
2015*	35	15	20	2	81%
2016	31	14	17	2	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

Bororen State School students reside in the Bororen township, Turkey Beach, Foreshores and Koorawatha communities. Bororen State School is a well-established country school with more than 100 years of history. Students attending Bororen State School come from a range of backgrounds and socioeconomic levels. Students are largely Caucasian and from English speaking backgrounds. Classrooms at Bororen are multi-age and students, parents and community members are encouraged to contribute to the school's decision making process. Students' emotional, physical and spiritual needs are catered for through the utilisation of a variety of support agencies.

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	25	19	15
Year 4 – Year 7	23		16
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

Our distinctive curriculum offerings

- Timetabled daily physical education and health sessions with a fruit break
- Daily two hour English and literacy block for the whole school with the support of Teacher Aide support
- Before school daily reading and homework program
- Ninety minute daily math blocks 3 days per week with Teacher Aide support
- Hands on activities and investigations to incorporate higher order thinking strategies (CRA approach)
- Individualised Education Programs from Prep to Year Six catering for all levels of learners
- Curriculum delivery informed by data cycles

Co-curricular Activities

- Interschool Sport – Athletics and Cross Country
- Participation in community events – students play formal roles in the presentation of the Bororen and district community ANZAC service and participation in Botanic to Bridge fun run.
- Linking with small schools to share resources for sport and excursion

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are used in many ways to support learners of all abilities at Bororen State School. Students in Prep to Year Two access computers on a daily basis using a variety of language and mathematics programs to support classroom learning and to present finished work as well as basic typing skills and an introduction to internet research. Year Three to Six students use information and communication technologies to access spelling, language mathematics programs. ICT is used to differentiate teaching and learning providing multimodal activities where required. Students use the internet to develop and refine research skills and are learning to code using Scratch. Students use ICT to edit videos, create multimodal assessment pieces and present completed work.

Social Climate

Overview

Students attending Bororen State School come from a range of backgrounds and socioeconomic levels. Student responses to the school opinion survey indicate that students feel they are getting a good education, like being at Bororen State School and feel safe.

In order to maintain a safe, supportive and disciplined learning environment, the school does a number of things. At Bororen State School we:

- implement the Daniel Morcombe Program to teach protective behaviours
- employ the use of a Chaplain who works with students on You Can Do It ideals through a range of games and activities (in class and lunch time)
- look seriously upon bullying. Reported incidents of bullying are dealt with promptly and students involved are supported. We access external support where required and teach proactive behaviours
- communicate openly with parents in order to build trusting and supportive relationships
- differentiate for all students in daily activities and develop ICPs and IEPs with a range of stakeholders
- employ a PBL approach

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%	86%	100%
their child likes being at this school* (S2001)	100%	86%	100%
their child feels safe at this school* (S2002)	100%	86%	100%
their child's learning needs are being met at this school* (S2003)	100%	86%	100%
their child is making good progress at this school* (S2004)	100%	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%	86%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	90%
this school works with them to support their child's learning* (S2010)	100%	100%	90%
this school takes parents' opinions seriously* (S2011)	100%	86%	90%
student behaviour is well managed at this school* (S2012)	86%	86%	90%
this school looks for ways to improve* (S2013)	100%	100%	90%
this school is well maintained* (S2014)	100%	100%	90%

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)	90%	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)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	95%	86%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	95%	100%	100%
student behaviour is well managed at their school* (S2044)	77%	71%	100%
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	95%	86%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	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)	88%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	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

As a small school, staff work very closely with most parents to ensure their child/ren are receiving a quality education. Parents are kept informed of the activities at Bororen State School through the weekly newsletter which is emailed to parents or taken home by students. The newsletter reports on school activities, provides curriculum information to parents and promotes student results and showcases examples of student work.

Parents are encouraged to participate in parades, classroom activities and sporting activities where possible to support the efforts of all students. Parents are kept informed of their child's progress through twice yearly reporting and parent interviews. Bororen State School has an 'open door policy' where parents are encouraged to consult with teachers should they have a question or a concern.

Where students require additional support, for example, an ICP, ICP or behavior plan, parents are strongly encouraged to be part of the plan development. Parent endorsement is required for plans to be implemented.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Bororen State School, we use the Daniel Morcombe Child Safety curriculum to develop personal safety and awareness. Students are taught to identify and respond to abuse and violence and are taught how to react and report when they, or others, feel or are unsafe. Through the You Can Do It program, students are explicitly taught skills to be able to resolve conflict without violence.

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	5	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.

Environmental Footprint

Reducing the school's environmental footprint

In 2016, staff and students at Bororen State School have continued with their efforts to reduce power consumption within the school, by turning off lights, fans and air-conditioners when leaving classrooms and not using air-conditioning to heat in Winter. Tank water continues to be used for school toilets and drinking water wherever possible. The school has solar panels fixed to the Admin building to reduce the environmental footprint of the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,487	95
2014-2015	21,332	
2015-2016	21,536	839

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	3	5	0
Full-time Equivalents	3	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	2
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 \$12, 956.81

The major professional development initiatives are as follows:

- Mandatory Training completed by all staff
- Read to Learn Training – 75% of staff trained in Read to Learn formally
- Read to Learn Training – 100% of staff trained in Read to Learn at a school level

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.	99%	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 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).	92%	90%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	82%	91%

*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%.

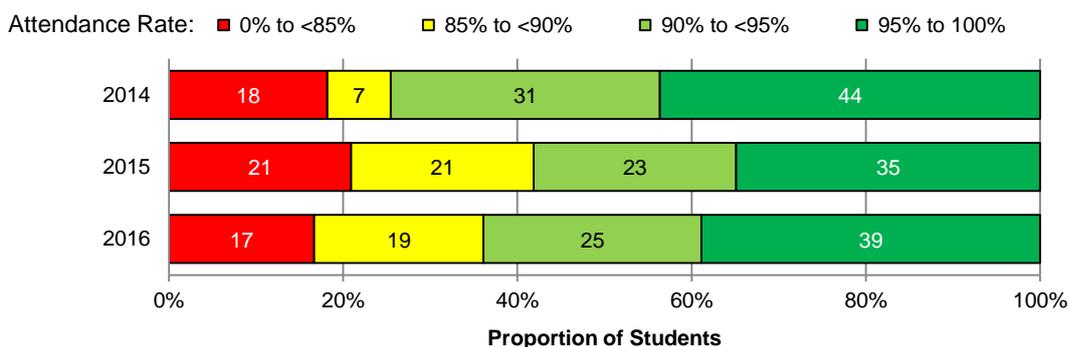
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	85%	92%	95%	92%	96%	92%	94%	90%					
2015	94%	93%	83%	91%	87%	90%	92%						
2016	93%	94%	92%	94%	90%	93%	94%						

*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.

Absences at Bororen State School are monitored by regular checking of enrolment data from class roles. Rolls are marked twice daily at 9:00am and 1:40pm. Parents are required to notify the reason for absences in person, via phone or send in written notes. Unexplained absences are followed up immediately wherever possible. At the end of each term, students with an attendance rate of at least 95 percent are rewarded and celebrated.

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.

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 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.

Conclusion

Bororen State School is proud of its history and close knit community. Many great things happen at our little school and we invite new families to become part of our Bororen family.

