



# Bororen State School

## School annual report

Queensland state school reporting

**2020**



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## School overview

Bororen State School is a Prep to Year 6, co-educational school providing a supportive learning environment for approximately 34 children. The township of Bororen is located on the Bruce Highway 60 kilometres south of Gladstone and 14 kilometres north of Miriam Vale. The school has been a central part of the local community for 119 years with some fourth generational families currently attending the school.

The original 1900's school buildings are nestled on a gentle sloping river flat situated at the back of the township. We are very proud of our flourishing tropical gardens and enjoy the benefits of being surrounded by beautiful natural bushlands. An abundance of birdlife and native animals typifies the school's heritage.



Bororen State School is not just an educational institution; it's a whole community thriving on academic, cultural and sporting achievements and high-quality extracurricular opportunities. We offer educational experiences which promote the growth and development of well-balanced, confident young students. Through differentiated and negotiated curriculum our students are able to access all core requirements of the Australian Curriculum, Assessment and Reporting Framework while meeting challenges within a supportive environment to encourage skill development within various curriculum areas. At Bororen State School, we work together as a team to ensure that all students have the opportunity to "Strive for Excellence".

Classes are from Prep to Year 6 within two multi-age learning environments environment and the operation of an eKindy Pod two days per week. Classes are supported by one full-time teaching Principal, two part time teachers. Classes are also support by four highly experienced teacher aides. This means that the ratio of teaching staff to students is very high and therefore we are able to provide an innovative and supportive learning environment for all students.

Bororen State School is also committed to equipping students for the future by proving them with a 21<sup>st</sup> Century learning environment that is innovative and engaging whilst also inclusive and supportive. Part of this commitment includes state of the art technology with 1 device per student, iPads, robotics, drones and interactive whiteboards.



Bororen State School is lucky enough to be an Australian Sporting Schools recipient and as a result student are able to experience a range of different sporting codes whilst also having access to wide variety of new and modern sporting equipment. Students also manage their own vegetable garden and care for the school chickens, Henny Penny and Lucy Loo. The produce from both enterprises are shared within the school community.

Our School Report 2020 details a sample of the achievements and results that we proudly achieved in 2020. The community holds great pride in the achievements of our students and our staff who help them to succeed in so many ways. This report also provides an overview of our priorities for 2021.

This report will also highlights exactly what makes Bororen truly 'shine' and that is the people that make up our community. We celebrate the integral role that they all play in ensuring that Bororen is truly a wonderful and inspiring place to work and learn.

Yours in Education

Handwritten signature of Kim Clarendon.

## School progress towards its goals in 2019

1. Curriculum and pedagogy
2. Organisational Structures and Routines
3. Personal and Professional Accountability, and
4. Community Engagement

### Curriculum and Pedagogy:

- Implementation and embedding of a whole school reading framework based upon teaching reading using the “Big Six” (Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension)
- Focus on targeted reading each and every day within all Key Learning Areas of the curriculum.
- Increased knowledge of Teachers and Teacher Aides about the implementation of the Australian Curriculum.
- Improving outcomes for all students due to:
  - Implementation of support-a-reader before school reading program
  - P-3 advancement in Literacy skills through provision of OLEY and PMAP
  - Targeted intervention to students identified as being at risk
  - Targeted extension for students identified in the U2B
- Improved realistic and achievable student goals set and monitored through school’s action planning processes.
- Implementation and embedding of the Bororen State School Pedagogical Framework.
- Implementation and embedding of the Bororen State School Inclusion Framework which is based upon Universal Design for Deliver (UDL)
- Development of the Bororen State School Coaching Peer Observation and Feedback Plan.

### Organisational Structures and Routines:

Our strong belief that student learning will improve if we support and develop expert teaching teams forms that cornerstone of every decision that we make around teaching and learning pedagogies and expenditure of finance. In 2020 bought with it a whole set of new challenges due to COVID19. Due to the pandemic we experienced “Learning at Home” for 5 weeks followed by a gradual return of students, reduced access to the school for parents and also the movement of families. Unfortunately due to COVID19 we have not been able to be an active member of the GASS cluster however teachers actively participated in moderation processes within the school. The involvement in this process further assisted in raising teacher knowledge around the implementation of the Australian Curriculum.

A considerable percentage of our Investing for Success funds was used for the employment TRS teachers to enable staff to participate in Cluster Moderation, collaborative planning days and attend Professional Development. Also due to the travel required not all teachers can participate. In 2021 the aim is to move to online Moderation so that the process is not reliant on the provision of fund through Investing for Success.

### Personal and Professional Accountability:

- Multi-age classroom teachers and teacher aides release days to collaboratively plan and participate in Before, During, After and End Moderation processes.
- Staff Recognition.
- Quality Professional Learning
- Staff and student welfare focus through connections to School Chaplain and Bush Kids.
- Development of School Wellbeing Framework for Students and Teachers.

### Community and Parent Partnerships:

During 2020 our school continued to strengthen its partnerships with:

- Bush Kids
- Celebrating the school’s cultural diversity – Harmony Day, NAIDOC and Reconciliation celebrations
- Participation in community events such as ANZAC day services
- EarlyPrenuer Program with connections to Startup Gladstone, ANZ Bank and GLNG via Friday Virtual meet the entrepreneur meetings.

## Future outlook

Bororen State School community has an unrelenting determination to maintain our motto of “Strive for Excellence” in all aspects of our operations.



Our key focus is the quality of teaching and learning and professional learning through shared practice that occurs in our school. We know that the most important determinant of the quality of the teaching and learning that occurs is the knowledge and skill of our teachers, and more importantly, opportunities for them to share and be coached in these practices. In 2020 Bororen State School undertook a whole school review that was facilitated by the School Improvement Unit. Please find the executive summary and infographic on the front page of our webpage. The recommendations from this process provided the future direction for Bororen State School for the next 4 years. Our 4-year strategic plan can also be found on our webpage under supporting documents. From this plan the following targets have been identified for 2021.

<b>Strategy 1 - Delivering meaningful and rigorous curriculum instruction through regular and targeted collegial coaching cycles.</b>		
<b>Our Goals (Quantitative)</b>		
<b>Every Student Academically Succeeding</b>		
100% of children achieving ‘C’ or above in English, Maths and Science	50% of children achieving a ‘B’ or ‘A’ in English, Maths and Science	99% of levels of achievement across all curriculum areas are ‘C’ or above
<i>Reported at the end of every semester to parents and community members.</i>		

<b>Our Goals (Qualitative)</b>		
<b>Every Student Academically Succeeding</b>		
Collegial coaching is embedded in the culture of the school, with everyone engaging in coaching as evidenced by teachers and teacher aides’ notes from collegial visits identifying, discussing and providing feedback to each other on the three components of the school Pedagogical approach (AAP,EI,VL) or identified areas of improvement driven by data analysis	Increased consistency in the expectations of how key aspects are taught to (automaticity) student eg the teaching of synthetic phonics, signature reading practices (Close Read/Gradual Release), number facts, handwriting as evidenced by observation of student work and interviews and teacher planning.	School Opinion Survey Staff (S3213) My school encourages coaching and mentoring activities) maintain 90-100% satisfaction.
<i>Reported at the end of every semester to parents and community members.</i>		

<b>Evidenced By</b>
Development of Collegial Coaching Cycle Framework – formalisation of observation and feedback process ( <b>Know Your Curriculum(Know your Teaching Strategie/Self Reflections)</b> )
<b>Actions</b>
Targeted PL at Collegial Coaching and Feedback Cycle and Curriculum Clarity
Provide Intra School Professional Development – Collegial Coaching and Feedback Cycle with a focus on Curriculum Clarity (GSSS, GSHS, CSHS)
Develop the Bororen State School Whole School Collegial Coaching Framework including observation and feedback templates and timetables
Implement internal whole school of Collegial Coaching Cycle (all phases) sharply focused on areas of improvement in delivery of reading and writing with all Teachers and teacher aides are involved in the implement Whole School Collegial and Feedback Cycle with a focus on reading and writing
Targeted cycles of inquiry based on identified collegial coaching problems of practices (Using Now, Go, How and Chain of Evidence)
<b>Actions</b>
Identify and Lead Targeted cycle of inquiry as part of APDP process

**Strategy 2 – Implementing research- based differentiation approach (UDL) so students have every opportunity to be successful learners.**

**Our Goals (Quantitative)**

**Every Student Academically, Socially and Emotionally Succeeding**

Engagement - Whole school attendance rate of 95% with no children with an attendance rate below 80%.	99% achievement across all curriculum areas are 'C' or above <i>(children are provided with the opportunity of demonstrating their knowledge and understanding in multiple ways )</i>
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*Reported at the end of every term to parents and community members.*

**Our Goals (Qualitative)**

**Every Student Academically Succeeding**

Whole school year and band plans (Level 2) is responsive to the school context and where a cross-disciplinary approach can be incorporated to maximise learning time as well as the true intent of the curriculum. Also evident in Level 3 planning and “Know and Do and Think”	Students are assessment literate learners who: * actively contribute to Learning Walls * can clearly articulate their responses to Sharratt’s 5 questions  * identify their own learning goals that are based upon “knowing their next step”	Accessibility and opportunities are provided so that students can demonstrate their knowledge and understanding in multiple ways that build on the identified strengths of the individual.
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*Reported at the end of every semester to parents and community members.*

**Evidenced By**

Consistent school-wide planning processes that incorporate differentiation are documented and the records maintained on Bororen State School SharePoint

***(Know your Curriculum/ Know your Teaching Strategies/Know your students)***

**Actions**

Targeted PL at Collegial Coaching and Feedback Cycle and Curriculum Clarity

Provide Intra School Professional Development – Collegial Coaching and Feedback Cycle with a focus on Curriculum Clarity

Develop the Bororen State School Whole School Collegial Coaching Framework including observation and feedback cycles

Implement internal whole school of Collegial Coaching Cycle (all phases) sharply focused on areas of improvement in delivery of reading and writing with all Teachers and teacher aides are involved in the implement Whole School Collegial and Feedback Cycle

Whole-school formalised process (including documentation) around the identification of student’s strengths and weaknesses to inform teaching and learning as evidenced by the Bororen Data Hub

***(Know your Teaching Strategies, Know your Students)***

**Actions**

Utilise staff meeting and data days so all teachers access and **analyse school summary profiles** and know the ‘story’ for each child and utilise this to inform planning and teaching (focus on reading)

Utilise staff meeting and data days so all staff access and **analyse the ‘Bororen Data Hub’** and know the ‘story’ for each child and utilise this to work collaboratively

Implementation of **reading plan** to focus teaching and learning (refer to Bororen Way of Reading)

Mapping student growth on the **Literacy Continuum** and use cluster points as starting point for instruction and student goal setting

Use of inquiry process for individual students is documented using the “Student Case Management” proforma and process.

***(Know your Teaching Strategies, Know your Students)***

**Actions**

Adopted and adapted case Management of students Meeting Agenda to suit Bororen State School Context

Utilise staff meeting to implement “Student Case Management” process using agreed proforma.

Utilise staff meeting and data days to access and **analyse the ‘Bororen Data Hub’** as starting point in student case management

Inclusive practices collaboratively prioritised, implemented, reflected upon, and documented.

***(Know your Teaching Strategies, Know your Students, Reflection)***

**Actions**

Provide PL around differentiation including UDL to meet the needs of the diverse range of learners.

Utilise staff meeting, planning days and twilight sessions to monitor and review Bororen Inclusion Policy using Inclusion Signposts and Action plan to ensure that inclusive practices are prioritised, implemented, reflected upon and documented.

Targeted cycles of inquiry based on identified pedagogical problems of practices to support implementation of differentiation (UDL) (Using Now, Go, How and Chain of Evidence)

***(Know your Teaching Strategies, Know your Students, Reflection)***

**Actions**

Identify and Lead Targeted cycle of inquiry as part of APDP process

**Strategy 3 - Wellbeing - Giving every student an opportunity to have a life of choice rather than a life of chance**

**Our Goals (Quantitative)**

**Every Student Academically Succeeding**

No School Disciplinary Absences and daily major incident rates of 0.1.	Increase percentage of positive behaviours recorded on OneSchool and reported to parents	100% of children achieve end of term Positive Behaviour for Learning rewards.
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*Reported at the end of every semester to parents and community members.*

**Our Goals (Qualitative)**

**Every Student Emotionally Succeeding**

Teacher planning (level 3) incorporates deliberate consideration in regarding the teaching of Cross Curriculum Priorities and General Capabilities.	Parents, through surveys, express satisfaction in their own understanding of how their child/ren are succeeding socially and emotionally.	Staff and children, through surveys, resilience project reflections express affirmative opinions on the support systems and positive culture of the school. (School Pride)
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*Reported at the end of every semester to parents and community members.*

**Evidenced By**

**Clear and consistently implementation and documentation of General Capabilities – Social and Emotional.  
(Know Your Teaching Practices, Students, Next Steps, Self-Reflection)**

**Actions**

Utilise staff meeting and planning days to review documentation in teacher planning (level 3) documents deliberate consideration in regarding the teaching of General Capability – Social and Emotional

Provide PL opportunities around elements of the General Capability – Social and Emotional through intentional collaboration in-house and across schools.

Provide PL opportunities related to Trauma informed practices

**Clear and consistently implementation and documentation of Cross Curricula Priorities - Aboriginal and Torres Strait Islander Histories and Culture**

**(Know Your Teaching Practices, Students, Next Steps, Self-Reflection)**

**Actions**

Utilise staff meeting and planning days to review teacher planning (level 3) documents deliberate consideration in regarding the teaching of Cross Curricula Priority – Aboriginal and Torres Strait Islander with a particular focus on Science.

Provide PL opportunities around elements of the Cross Curricula Priorities – Aboriginal and Torres Strait Islander through intentional collaboration in-house and across schools.

Establish connections with local indigenous elders/community to understand knowledge of connection to country and place plus culture at Bororen and Turkey Beach.

**Open and transparent learning environments focussed on safety and building positive relationships through planned and unplanned exchanges.**

**(Know Your Teaching Practices, Students, Next Steps, Self-Reflection)**

**Actions**

Utilise Pupil Free Days, staff meetings, twilight sessions and planning days to ensure whole school expectations, including Bridge Builder, student social skilling and wellbeing frameworks are enacted and documented

Implement, monitor and update, through community consultation, Student Code of Conduct so that all members of our school community become "Bridge Builders"

Utilise staff meetings to conduct analyse of behaviour and engagement data to inform the next steps

**Consistent school-wide planning processes that incorporate the "Resilience Project" in conjunction with "The Big Life Journal"**

**(Know Your Students)**

**Actions**

Build staff capacity around the consistent delivery of the Resilience Project and Big Life Journal

Initiate Resilience and Wellbeing Survey with students and staff

Queensland Wellbeing and Engagement Survey (Year 4-6)

Facilitate wellbeing initiative to support all members of the Bororen State School Community in response to data analysis

Targeted cycles of inquiry and staff developmental to support wellbeing initiatives. (Using Now, Go, How and Chain of Evidence)

**(Know your Teaching Strategies, Know your Students, Reflection)**

**Actions**

Identify and Lead Targeted cycle of inquiry as part of APDP process

# School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	4	4	6	5	4	7
Year 1	3	5	3	4	5	2
Year 2	6	6	4	5	5	3
Year 3	5	3	5	4	4	3
Year 4	6	4	3	5	3	3
Year 5	5	6	1	5	8	1
Year 6	3	6	7	3	5	6
<b>Total</b>	<b>32</b>	<b>34</b>	<b>29</b>	<b>31</b>	<b>34</b>	<b>25</b>

Notes

1. Student counts include headcount of all full- and part-time students at the school.

### Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	16	13	13
Year 4 – Year 6	20		

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

## Curriculum implementation

### Our approach to curriculum delivery

At Bororen State School we are a dedicated team who work together, with the community, to foster a love of learning so that each child develops a curiosity about the world in which they lives; therefore becoming a lifelong learner. We ensure that each and every day students experience success. This is achieved through the implementation of an individualised approach that is targeted to each individual student's strengths and weaknesses. At the centre of this success are the positive relationships that all staff build with each and every student.



Students at Bororen State School are respectful, responsible and safe. These three simple behaviour expectations provide an enriched learning environment for all. We are a Positive Behaviour for Learning (PBL) school and each week a new behaviour focus is explicitly taught in both classrooms before being reinforced across all settings.

At Bororen State School we implement the Australian Curriculum through the teaching of English, Maths, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technology. Explicit Instruction, Visible Learning and Age Appropriate Pedagogy provides us with a structure through which to deliver the curriculum effectively within a multi-age classroom environment. There are two classes, Prep to Year 2 and then Year 3 to Year 6. Our grounds are well maintained and provide a wonderful area for the students to play and be active. Our sporting program is run in conjunction with the Boyne Valley small schools. This partnership provides students with a chance to socialise with other students and another avenue to express their talents.

LOTE is taught to our Year 5 and Year 6 students via Distance Education using Blackboard Collaborate as a web conferencing platform. The language for LOTE is Japanese.



As a member of the Gladstone Area Small Schools Cluster within the Gladstone area, we promote a shared approach to curriculum, teaching, assessment and reporting to ensure that each and every one of our students receive the best possible educational.

Bororen State School students may be attending school in a rural area however they are provided with an extensive range of opportunities and resources within a caring and nurturing environment, which is definitely a solid foundation on which they can build a great future.

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

## Extra-curricular activities

Students have the opportunity to participate in:

- Interschool Sport – Athletics and Cross Country
- 1770 Festival
- EarlyPrenuer Program
- Under 8's Day
- CQ Robotics Competitions
- Book Week
- Participation in community events – students' roles in the presentation of the Bororen and district community ANZAC service, participation in Botanic to Bridge fun run.
- Linking with small schools to share resources for sport and excursion.



Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

## How information and communication technologies assist learning

We consider that Information and Communication Technologies (ICT's) such as personal workstations, laptops, digital cameras, iPads and mobile devices as being the modern-day tools for learning. The school is positioned so that students and staff can utilise these tools in a wide variety of ways, depending on the intended learning focus. Currently we have a one to one device ratio which means that teachers plan for the inclusion of ICT's into all Key Learning Areas.



By the end of a student's education at Bororen State School, we aim for them to demonstrate the following skills:

- Search for data, information and digital content using a range of information sources including online communication tools such as blogs, wikis, RSS and databases
- Identify the inquiry focus of an investigation and match the appropriate digital information sources
- Efficiently search by identifying key words and concepts
- Use digital concept maps to plan research projects and curriculum tasks by analysing the topic and identifying key aspects to research
- Critically evaluate data and information gathered for usefulness and credibility, relevance, accuracy and reliability
- Reference valid sources of information and acknowledge the work of others
- Participate in online challenges or webquests
- Understand that social networking and interactive sites provide new and different sources of information and knowledge that may support an individual's perspective and subjective opinion but may not necessarily be correct.

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at

<https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

## Social climate

Bororen State School is committed to becoming a leader in educational offering within the small school cluster. This commitment ensures that students are respected as individuals and that life-long learning is a driving force in our engagement with the wider community. Our school's vision and values reinforce our focus on the individual as unique contributors in our partnership. The 2019 School Opinion Survey indicated that 100% of parents are satisfied that their child likes being at this school. Due to COVID19 the 2020 School Opinion Survey was not completed by enough parents for results to be recorded. This was despite extensive advertising via text messages, Facebook and newsletters.

Bororen State School is built on a tradition of country values and promotes equity and inclusive practices. We respect the uniqueness of the individual and believe that everyone has the same rights and responsibilities, which need to be promoted and preserved. We believe that our school must foster an environment where teachers can teach and students can learn, free from disruptive behaviour causing uninvited and unwanted interruptions to curriculum delivery. Our school community is committed to an approach where the rights of all members are preserved, at the same time as an expectation of responsibility is met.

A safe and disciplined learning environment is supported by a strong student code of conduct plan which actively supports students to be responsible for their own behaviour. This is supported by a full school uniform policy setting high expectations for our students at all times. These expectations are supported by our school Student Code of Conduct Policy. Our 2019 school opinion survey indicates that 100% of students feel that behaviour is managed well at this school and also 100% feel that students are treated fairly.

Highlights of our 2020 pastoral care program included:

- Implement the Daniel Morcombe Program to teach protective behaviours
- Chaplaincy support – this wonderful service has become an integral part of our school's social capital.
- Staff and Student Welfare support
- Prep welcome events
- Parent Programs
- Welcome morning tea
- Grandparent Day
- Buddy programs
- Bororen Barista
- Learning@home Facebook Group

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching. Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

**Table 3: Parent/Caregiver Survey**

Percentage of parents/caregivers who agree <sup>1</sup> that:	2018	2019	2020
My child is getting a good education at this school.	100.0%	100.0%	
This is a good school.	100.0%	100.0%	
My child likes being at this school. <sup>2</sup>	100.0%	100.0%	
My child feels safe at this school. <sup>2</sup>	100.0%	100.0%	
My child's learning needs are being met at this school. <sup>2</sup>	100.0%	100.0%	
My child is making good progress at this school. <sup>2</sup>	100.0%	100.0%	
Teachers at this school expect my child to do his or her best. <sup>2</sup>	100.0%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	100.0%	100.0%	
Teachers at this school motivate my child to learn. <sup>2</sup>	100.0%	100.0%	
Teachers at this school treat students fairly. <sup>2</sup>	85.7%	100.0%	
I can talk to my child's teachers about my concerns. <sup>2</sup>	100.0%	100.0%	
This school works with me to support my child's learning. <sup>2</sup>	100.0%	100.0%	
This school takes parents' opinions seriously. <sup>2</sup>	100.0%	100.0%	
Student behaviour is well managed at this school. <sup>2</sup>	85.7%	100.0%	
This school looks for ways to improve. <sup>2</sup>	100.0%	100.0%	
This school is well maintained. <sup>2</sup>	100.0%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

**Table 4: Student Survey**

Percentage of students who agree <sup>1</sup> that:	2018	2019	2020
I am getting a good education at my school.	100.0%	100.0%	
I like being at my school. <sup>2</sup>	100.0%	100.0%	
I feel safe at my school. <sup>2</sup>	100.0%	100.0%	
My teachers motivate me to learn. <sup>2</sup>	100.0%	100.0%	
My teachers expect me to do my best. <sup>2</sup>	100.0%	100.0%	
My teachers provide me with useful feedback about my school work. <sup>2</sup>	100.0%	100.0%	
Teachers at my school treat students fairly. <sup>2</sup>	100.0%	100.0%	
I can talk to my teachers about my concerns. <sup>2</sup>	100.0%	100.0%	
My school takes students' opinions seriously. <sup>2</sup>	100.0%	100.0%	
Student behaviour is well managed at my school. <sup>2</sup>	100.0%	100.0%	
My school looks for ways to improve. <sup>2</sup>	100.0%	100.0%	
My school is well maintained. <sup>2</sup>	100.0%	100.0%	
My school gives me opportunities to do interesting things. <sup>2</sup>	100.0%	100.0%	

## Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

**Table 5: Staff Survey**

Percentage of staff who agree <sup>1</sup> that:	2018	2019	2020
I enjoy working at this school.	100.0%	100.0%	
I feel this school is a safe place in which to work.	100.0%	100.0%	
I receive useful feedback about my work at this school.	100.0%	100.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	100.0%	
Students are treated fairly at this school.	100.0%	100.0%	
Student behaviour is well managed at this school.	100.0%	100.0%	
Staff are well supported at this school.	100.0%	100.0%	
This school takes staff opinions seriously.	100.0%	100.0%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	100.0%	100.0%	
This school gives me opportunities to do interesting things.	100.0%	100.0%	

## Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

## Parent and community engagement

The 2020 COVID19 pandemic saw the development of Bororen State School community motto #bettertogether. #Bettertogether encapsulates how every member of Bororen State School and school community worked together during the pandemic to ensure that our students were supported in every way possible. This approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

As a small school, staff work very closely with parents to ensure their child/ren are receiving a quality education. Traditionally parents are kept informed of the activities at Bororen State School through the fortnightly enewsletter which is emailed to parents and shared across social media platforms. The newsletter reports on school activities, provides curriculum information to parents and promotes student results and showcases examples of student work. The school Facebook page continues to be a point of contact for the majority of families. Daily updates and information is shared via this platform and has proven to quickly provide parents with another avenue to communicate, share learning experiences and remain informed about what is happening within their school. 2020 also saw the use of the learning@home hotline becomes a means by which parents can communicate quickly and directly with the school. This hotline has continued to be used by parents and the community.

Parents are welcomed and encouraged to participate in parades, classroom activities, sporting activities and special events such as NAIDOC activities, Easter Picnic, Under 8's morning, Queensland Day and Christmas Tree night. All of these events involve a large number of parents and community members.

Parents are also encouraged to join our very active Parents and Citizens' Association.

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.

## Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

Bororen State School's respectful relationships education program is embedded in our Positive Behaviour for Learning. It takes a strength-based approach to build and extend on the skills of young people so they may best respond positively to a variety of health issues and contexts. 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 'Bridge Builders' program students are explicitly taught skills to be able to resolve conflict without violence.

## 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.

## School disciplinary absences

**Table 6: Count of school disciplinary absences at this school**

Type of school disciplinary absence	2018	2019	2020
Short Suspension	0	2	0
Long Suspension	0	0	0
Exclusion	0	0	0
Total	0	2	0

### Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

## School funding

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### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

#### **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 a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



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



## Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers (APST)*. A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

## Workforce composition

### Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	<5	<5	<5	6	8	7	<5		
FTE	<5	<5	<5	<5	<5	<5	<5		

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The total funds expended on teacher professional development in 2020 was severely impacted due to the COVID19 Pandemic which saw most of the major professional development initiatives not proceeding.

## Key student outcomes

### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

**Table 8: Overall student attendance at this school**

Description	2018	2019	2020
Overall attendance rate for students at this school	95%	92%	94%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

**Table 9: Student attendance rates for each year level at this school**

Year Level	2018	2019	2020
Prep Year	93%	88%	96%
Year 1	93%	89%	92%
Year 2	93%	91%	94%
Year 3	97%	96%	93%
Year 4	95%	95%	95%
Year 5	95%	91%	DW
Year 6	94%	95%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

# NAPLAN

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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.



A horizontal search bar with a dark red background. On the left is a text input field with the placeholder text "Search by school name or suburb". To the right of this field are three dropdown menus labeled "School sector", "School type", and "State". On the far right of the search bar is a magnifying glass icon.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



### 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.