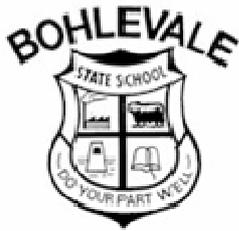


# Bohlevale State School (1299)

## Queensland State School Reporting

### 2012 School Annual Report



|                |   |
|----------------|---|
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| Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact Person | The Principal (Helen Morris)  |

## Principal's foreword

### Introduction

Our school has a long and proud academic, sporting and cultural tradition which continued through the 2012 school year.

In August 2012 there were 733 students enrolled across Prep to Year 7. The year 2012 was significant in that it marked the final year the school operated a full Year 7 program with Year 7 being offered at Northern Beaches State High School from 2013.

Our school credo of **Learning, Leading, Living . . . together** guides our practice for academic achievement, leadership development which encompasses self-development and for skills in living as a successful member of society.

Throughout 2012, we committed to our School Strategic Plan foci for 2012 – 2015: Learners for Living, Positive Professionalism, Resourcing with Rigour, Culture of Caring and Community Connections.

Bohlevale – A Proud State School!

### School progress towards its goals in 2012

#### Learning:

The Oral Language Program was delivered to students in Prep to Year 2

Guided Reading as a whole-school initiative continued throughout the year

Implementation of Middle Phase Reading Expectations

Short Cycle Data processes(Mathematics) were implemented

An internal monitoring framework was refined with explicit benchmarks and targets included

Whole school marking and feedback policy introduced

Professional practice was strengthened through classroom feedback visits

#### Positive Professionalism

Induction Program (multi-modal) developed

Staff Developing Performance Framework aligned to the agreed focus areas of the Annual Implementation Plan and the School Strategic Plan

Mentoring for beginning, returning and transferring teachers introduced and embedded into practice

Professional Development provided for pre-service teachers

# Queensland State School Reporting

## 2012 School Annual Report



Internal database developed to support data analysis

Provided professional development with a focus on Digital Pedagogical Licence and ICT Certificates

### **School Wide Positive Behaviour Support:**

Five staff engaged with Tier 2 training in School Wide Positive Behaviour Support. Tier 1 was embedded through a strengthened approach to playground structures and positive reinforcement

Staff morale improved by 14% from 2011

### **Resourcing with Rigour**

The whole-school resourcing policy was refined

SEMP completed

### **Culture of Caring**

Special Education Program Induction Policy developed

Student Services program was reviewed and improved

Tier 2 behaviour support was clearly documented and implemented

### **Community Connections**

Bohlevale received very positive media coverage particularly through Newspapers in Education and the Flying Start Year 7 to Secondary Education Pilot Program

The Stephanie Alexander Kitchen Garden program gained positive recognition

## **Future outlook**

Key priorities for 2013

- School Curriculum
  - Delivering a high quality whole school curriculum framework characterised by the use of student learning outcome data to support differentiation of curriculum, teaching practice and assessment
  - The explicit teaching of reading and numeracy
- Teaching Practice
  - Implement a School Wide Pedagogical Framework
- School and Community
  - Implement the “Investing in Focus Schools” and associated programs to improve the learning outcomes of Aboriginal and Torres Strait Islander students
  - Progress the School Wide Positive Behaviour Support program to Tier 2
  - Provide co and extra-curricular programs
- Principal Leadership and School Capability
  - Provide high quality professional learning programs aligned with school priorities

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 739   | 345   | 394  | 85%                                 |
| 2011 | 721   | 336   | 385  | 90%                                 |
| 2012 | 733   | 333   | 400  | 88%                                 |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students at Bohlevale are drawn from very diverse backgrounds, including 107 Aboriginal and Torres Strait Islander students. Our students are drawn from surrounding suburbs, including new housing estates as well as ones that were established when Bohlevale was still considered a rural school. The school Index of Community Socio-Educational Advantage (ICSEA) value is 917, while the average ICSEA value is 1000. Many of our students travel to school via bus. We have a growing enrolment of Defence Force families forming a nucleus of our school community.

Average class sizes

| Phase             | Average Class Size |      |      |
|-------------------|--------------------|------|------|
|                   | 2010               | 2011 | 2012 |
| Prep – Year 3     | 24                 | 22   | 23   |
| Year 4 – Year 10  | 26                 | 26   | 24   |
| Year 11 – Year 12 |                    |      |      |

## School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |      |
|---------------------------------|--------------------|------|------|
|                                 | 2010               | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 113                | 127  | 88   |
| Long Suspensions - 6 to 20 days | 6                  | 15   | 8    |
| Exclusions                      | 1                  | 2    | 0    |
| Cancellations of Enrolment      | 0                  | 0    | 0    |

## Curriculum offerings

Our distinctive curriculum offerings

- Stephanie Alexander Kitchen Garden Program
- Oral Language Development Program Prep to Year 2
- Athlete Development Program (Talented Athletes)
- Play Group on site

Extra curricula activities

- Instrumental music
- Choir
- Band
- Dedicated Instrumental Music class
- Being Bohle's Best – Year 4 and 5 Leadership Program
- School Leaders and Student Council
- Sport – Intra school and Inter school
- Active After School Sports Program
- Vibe Alive

How Information and Communication Technologies are used to assist learning

Students at Bohlevale State School have the opportunity to use both Windows and Apple based platforms with Windows platform computers in two computer labs.

The Windows based computers are used for word processing, Excel, Internet research and PowerPoint productions across different Key Learning Areas. All teachers at Bohlevale have been issued with a laptop from the Computers for Teachers scheme which has enabled many lessons to be delivered via computer technology. The inclusion of data projectors and interactive white boards into all classrooms either mobile or permanently mounted has enabled teachers to use the latest interactive tools and lessons to engage their students. Students at Bohlevale also have access to iPads to enhance their digital learning and skills in literacy, numeracy and science.

## Social climate

Our whole school Responsible Behaviour Plan outlines clearly our expectations for conduct at school and provides support and assistance to all children to make positive choices to *Be Responsible, Safe and Successful*.

Our school Responsible Behaviour Plan includes aspects of the 'You Can Do It' program, which is covered in Health units across the school. Teachers at Bohlevale also use Circle Time and Yarning Circles to develop students' Emotional Literacy. Our Anti-Bullying Program, introduced in 2012, specifically aligns with School Wide Positive Behaviour Support and is systematically implemented through a comprehensive set of weekly lessons. The use of Bohlevale State School's Adopt A Cop on school assemblies reinforced key messages with students about appropriate behaviour and responses to bullying. 86.7% of parents indicated that their child feels safe and 89.7% of students indicated that they feel safe at Bohlevale State School (SOS).

In 2012, School Wide Positive Behaviour Support received additional funding and 15 minutes per staff meeting to develop a collective understanding of the revised Responsible Behaviour Plan for Students, School Expectations Matrix, and lesson plans and to professionally practise skills in managing behaviour, particularly in the playground. The Playground Team (a subcommittee of SWPBS) revised the oval structures at the school and developed a range of incentive based options for students in the playground. Student Opinion Survey data in 2012 indicated that 86.9% of students surveyed believe that teachers treat students fairly at Bohlevale State School.

We actively promote a *Culture of Caring* at Bohlevale – caring for self, caring for others and caring for the environment. In 2012, the Student Services Committee and Tier 2 Behaviour Support Team vigorously investigated and initiated robust case management

## Our school at a glance

processes for students. This enabled the team to support Students in Care with additional funding, provide 'at risk' students with programs offered through external agencies such as PCYC and Stanton Lodge.

The Leadership Team worked with many parents in Restorative Justice meetings as required.

In 2012, Relationships Australia initiated a school based program to support families requiring additional support. This service is free of charge and operates weekly at Bohlevale State School. The Relationships Australia partnership enabled Bohlevale State School to provide service based on a high needs referral service through the Leadership Team.

Bohlevale has a part-time School Chaplain who works as part of the Student Services Team to ensure that a Culture of Caring is embedded in the school. Our School Chaplain uses the 'Dare To Care' framework in her work with students. The Chaplain worked in the school for two days per week in 2012.

Our school received significant funding through the Australian Defence Force to employ a part-time Defence Schools Transition Aide (DSTA). Our DSTA supports children of Defence Force families and provides teachers with important insight into the necessary components of transitioning students, particularly from interstate locations. The MEDALS program was implemented in 2012 along with a Defence Family catch up every week.

The Defence Community Organisation also conducts specialised programs for students in response to individual family circumstances, such as overseas deployment.

### Parent, student and staff satisfaction with the school

In 2012, 86% of parents and 81% of students thought Bohlevale was a good school. Over 90% of students and 86% of parents felt they were receiving a good education.

#### Performance measure (Nationally agreed items shown\*)

| Percentage of parents/caregivers who agree that:   | 2012 <sup>#</sup> |
|--|-------------------|
| their child is getting a good education at school  | 86.7%             |
| this is a good school  | 86.2%             |
| their child likes being at this school*  | 90.0%             |
| their child feels safe at this school*   | 86.7%             |
| their child's learning needs are being met at this school*                                     | 93.3%             |
| their child is making good progress at this school*  | 90.0%             |
| teachers at this school expect their child to do his or her best*                              | 93.3%             |
| teachers at this school provide their child with useful feedback about his or her school work* | 90.0%             |
| teachers at this school motivate their child to learn*   | 86.7%             |
| teachers at this school treat students fairly*   | 75.9%             |
| they can talk to their child's teachers about their concerns*                                  | 96.4%             |
| this school works with them to support their child's learning*                                 | 88.9%             |
| this school takes parents' opinions seriously*   | 88.5%             |
| student behaviour is well managed at this school*  | 76.7%             |
| this school looks for ways to improve*   | 89.3%             |

# Our school at a glance

this school is well maintained\* 86.7%

| <b>Performance measure</b> (Nationally agreed items shown*)               |                   |
|---|-------------------|
| Percentage of students who agree that:                                    | 2012 <sup>#</sup> |
| they are getting a good education at school                               | 90.9%             |
| they like being at their school*  | 88.9%             |
| they feel safe at their school*   | 87.9%             |
| their teachers motivate them to learn*                                    | 98.0%             |
| their teachers expect them to do their best*                              | 99.0%             |
| their teachers provide them with useful feedback about their school work* | 90.9%             |
| teachers treat students fairly at their school*                           | 86.9%             |
| they can talk to their teachers about their concerns*                     | 86.7%             |
| their school takes students' opinions seriously*                          | 81.6%             |
| student behaviour is well managed at their school*                        | 81.8%             |
| their school looks for ways to improve*                                   | 93.9%             |
| their school is well maintained*  | 91.8%             |
| their school gives them opportunities to do interesting things*           | 92.9%             |

| <b>Performance measure</b> (Nationally agreed items shown*)    |                   |
|--|-------------------|
| Percentage of school staff who agree:                          | 2012 <sup>#</sup> |
| that they have good access to quality professional development | 81.1%             |
| with the individual staff morale items                         | 96.3%             |

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Bohlevale State School highly values the home-school partnership and the benefits a strong partnership can bring to a child's learning and social development. We openly welcome parents/caregivers in our school, in classrooms as well as part of special programs.

Parents/caregivers and members of the wider community currently volunteer in the Red Cross Breakfast program; classroom homework checking/monitoring; Library; Tuckshop, at Inter and Intra school sporting events; as part of the school camping program; in Art and Performing Arts activities, such as Vibe Alive, for our Aboriginal and Torres Strait Islander Students and in school working bees.

Our school offers Deadly After School Help (DASH) for Aboriginal and Torres Strait Islander Students. This initiative was introduced in Term 1, 2012 and gained significant interest and momentum from students and parents. The program is run by volunteer staff members and is offered once a week. Parents of students attending DASH are invited to assist with the program.

Middle Phase parents were provided with multiple information nights run by Bohlevale State School and Northern Beaches State High School to discuss the Pilot Program: Flying Start Year 7 to Junior Secondary. At these forums, a number of parents attended and became part of a steering committee to provide Year 6 students with an end of primary school graduation.

Our Parents & Citizens Association (P&C) meets on the third Monday of each month in the staffroom, commencing at 6.30pm. The agenda opens with any parent/caregiver/community concerns which can be addressed as part of the meeting.

We report student progress to parents/caregivers four times per year. Written reports are issued at the start of Term 3 and end of Term 4 each year, with progress reports delivered during scheduled parent/caregiver and teacher conferences toward the end of Term 1 (March/April) and Term 3 (September).

We communicate weekly with parents/caregivers and members of the community via our newsletter, LINKS. This is also distributed electronically on request. Our school website is updated regularly.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The Stephanie Alexander Kitchen Garden Program teaches the use of sustainable practices.

As part of the Year 4/5 learning program, students initiated a composting system to complement the Stephanie Alexander Program and to reduce waste at the school.

Electricity usage is monitored and reported to staff to promote understanding of the necessity for reduction of consumption.

Staff have been trained in sustainable practices.

Gardens have been systematically mulched to reduce water consumption.

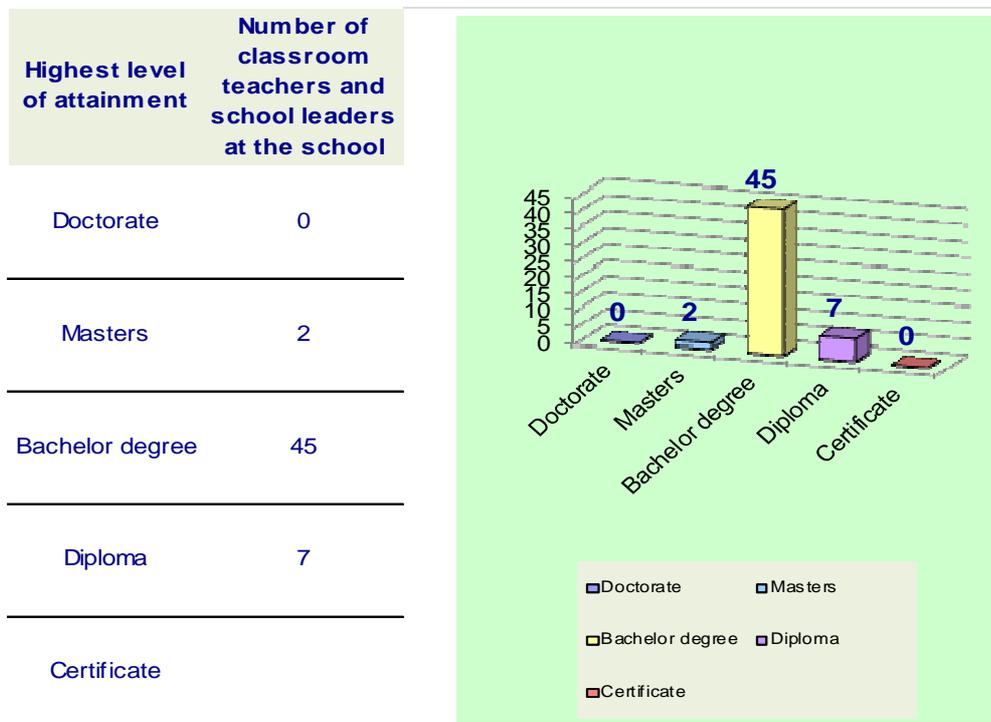
|           | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2009-2010 | 387,998                            | 18,794   |
| 2010-2011 | 378,299                            | 17,995   |
| 2011-2012 | 390,768                            | 18,290   |

# Our staff profile

## Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts                 | 54             | 27                 | 0                |
| Full-time equivalents      | 49.1           | 17.6               | 0                |

## Qualifications of all teachers



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$65 934.

The major professional development initiatives are as follows:

- Training for Bohlevale Teachers (T4BT) offered weekly and included Persuasive Writing, Numeracy, 3 Level Guide for Comprehension, Using IWB's, ACARA, Reporting, TIPS for Beginning Teachers, Spelling, Unit Planning
- Each year level was released for 1 day per term to plan with HoC
- Year 6 and 7 teachers engaged in an Inquiry Based Reading Project with the Deputy Principal
- Beginning, Returning and Transferring teachers were involved in a formal mentoring program with identified Lead teachers and the Deputy Principal Yr 4-7

# Our staff profile

- SWPBS – whole of staff meeting focus (15 minutes per week)
- Place Value in Mathematics
- Curriculum planning including preparation for the Australian Curriculum
- Assessment and moderation
- Inclusive Education
- Data use to improve achievement
- Yarning Circles
- Developing Performance Framework
- Peer observation and co-teaching
- Feedback loops
- Cross School Moderation
- EATSIPS
- Work Life Balance and Staff Wellbeing

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

| Average staff attendance   | 2010 | 2011  | 2012  |
|--|------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 95.7% | 95.7% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92.5% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

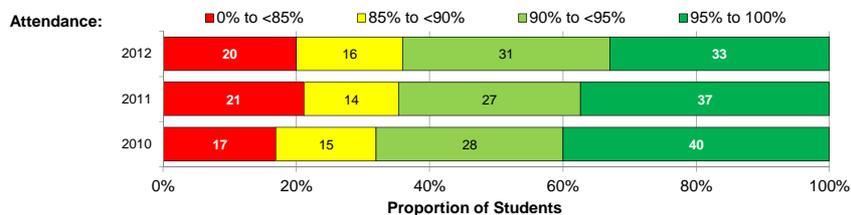
| Student attendance  | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage).  | 91%  | 90%  | 90%  |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. |      |      |      |

| Student attendance rate for each year level (shown as a percentage) |        |        |        |        |        |        |        |        |        |         |         |         |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
|   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2010  | 91%    | 90%    | 89%    | 92%    | 91%    | 91%    | 92%    |        |        |         |         |         |
| 2011  | 90%    | 89%    | 91%    | 88%    | 91%    | 91%    | 91%    |        |        |         |         |         |
| 2012  | 89%    | 88%    | 90%    | 91%    | 88%    | 90%    | 92%    |        |        |         |         |         |

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Bohlevale School implements electronic roll making, guided by a printed set of instructions for consistency and compliance. Rolls are marked twice a day.

Teachers alert office staff when there have been three days consecutive absence or when there is an evident pattern of absence.

Deputy Principals monitor absence patterns and contact families to determine the reasons for absence and to reiterate the *Every Day Counts* message.

Truancy procedures are followed when deemed necessary.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

# Performance of our students

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/>.

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## Achievement – Closing the Gap

The school's 2012 "Closing the Gap" report indicates that the gap between Indigenous and non-Indigenous Year 3 NAPLAN mean scale scores changed as follows:

Reading: 36 to 60 scale score points

Writing: 54 to 74 scale score points

Numeracy: 41 to 66 scale score points

Attendance:

% of All Student Attendance < 85% was 20.4%

% of Indigenous Student Attendance < 85% was 30.6%

In 2012, the gap between Indigenous and non-Indigenous attendance was 6.2%