



## Bohlevale 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

Bohlevale State School is situated in the rapidly developing Northern Beaches suburban hub of Townsville.

The school's vision - Learning, Leading, Living . . . together! - signifies commitment to the holistic development of students academically, socially, emotionally and physically, as well as to relationships and partnerships. Our pedagogical framework prioritises high quality explicit instruction and learning support targeting improved reading and writing standards. Year 3 and 5 NAPLAN results and student levels of achievement in English and Mathematics indicate significant value-adding in relation to student literacy and numeracy standards.

Students at Bohlevale access communication technologies through networked classrooms and computer labs. Extra-curricular programs offered at the school include Instrumental Music, the Athlete Development Program for talented athletes and interschool sports competitions. An active student council and strong student leadership program build student capabilities. We are a proud Stephanie Alexander Kitchen Garden school.

Our school culture focuses on positivity and success - attributes which are explicitly promoted through the Schoolwide Positive Behaviour Support program. Parents are welcome as classroom and playground volunteers and the Parents and Citizens Association is active and committed. On-site Outside School Hours Care is available.

## Principal's Foreword

### Introduction

Our school has a long and proud academic, sporting and cultural tradition which continued through the 2016 school year. In August 2016 there were 853 students enrolled across Prep to Year 6.

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

### School Progress towards its goals in 2016

Annual Implementation Plan Priority	School Strategy	Progress in 2016
Successful Learners	<p>Implement the Australian Curriculum</p> <p>Continue to develop and improve the whole-school approach to the teaching of reading and writing</p> <p>Progress whole-school understanding of and practice in differentiation in planning and teaching</p> <p>Provide targeted intervention and learning support to identified students in reading and English</p> <p>Embed strategies to improve student engagement:</p> <ul style="list-style-type: none"><li>• Attendance</li><li>• Student Engagement and Well-being</li><li>• Extension and Enrichment programs</li></ul>	Implemented in 2016 and continuing focus in 2017

<p style="text-align: center;">GREAT PEOPLE</p> <p>Teaching Quality and Principal Leadership and Performance</p>	<p>Align leadership team roles and responsibilities and line management structures with school priorities</p> <p>Build leadership depth and breadth through use of cohort coordinator structure, maximising skills of Senior Teachers, and coaching and mentoring emerging leaders</p> <p>Embed whole school approach to developing performance</p> <p>Build teacher skills/capabilities in</p> <ul style="list-style-type: none"> <li>• Explicit Instruction</li> <li>• the teaching of reading and writing</li> <li>• evidence-based decision-making</li> <li>• differentiation of teaching, learning and assessment programs</li> <li>• embedding of ICTs in teaching and learning programs</li> <li>• behaviour management/SWPBS</li> </ul> <p>Embed the delivery of the school's Capability Building Framework including</p> <ul style="list-style-type: none"> <li>• Formal observation programs</li> <li>• Coaching programs</li> <li>• Mentoring programs</li> <li>• Classroom walkthroughs</li> <li>• System registration requirements</li> <li>• Formal induction program</li> <li>• Mentoring program for beginning teachers</li> <li>• Intra and inter school moderation</li> <li>• Staff involvement in Professional Learning Communities (PLCs)</li> </ul>	<p>Implemented in 2016 and continuing focus in 2017</p>
<p style="text-align: center;">HIGH STANDARDS</p> <p>School Performance</p>	<p>Implement the:</p> <ul style="list-style-type: none"> <li>• BSS Assessment Schedule</li> <li>• Quality Assurance processes to validate student achievement standards</li> <li>• School Improvement parameters identified in the research of Sharratt and Fullan: <ul style="list-style-type: none"> <li>○ Shared beliefs and understandings</li> </ul> </li> </ul>	<p>Implemented in 2016 and continuing focus in 2017</p>

	<ul style="list-style-type: none"> <li>○ Embedded instructional coaches</li> <li>○ Daily, Sustained Focus on Literacy Instruction</li> <li>○ Early and On-going Intervention</li> <li>○ Shared Responsibility and Accountability</li> </ul>	
<p style="text-align: center;"><b>ENGAGED PARTNERS</b></p> <p style="text-align: center;">Regional Support and Local Decision Making</p>	<p>Implement the school's Well-being and Learning Framework</p> <p>Implement Parent and Community Engagement Framework</p> <p>Support transition of student to Prep and from Year 6 to secondary school</p> <p>Progress SWPBS programs</p> <p>Implement EATSIPs priorities</p> <p>Enhance school reputation through positive publicity, school website, Links and whole school celebrations</p> <p>Implement signature programs</p>	<p style="text-align: center;">Implemented in 2016 and continuing focus in 2017</p>

### Future Outlook

Key Priorities for 2017	Key Targets
<p>The teaching of reading and writing</p> <p>Staff capability-building</p> <p>Improved school learning culture</p>	<ul style="list-style-type: none"> <li>• ≥ 80% of students in each year level cohort (Prep-Year 6) will meet or exceed a 'C' standard in English LOA</li> <li>• ≥ 80% of matched students (2016-2017) in Years 1, 2 and 3 are meeting or exceeding end-of-year school reading benchmarks</li> <li>• ≥ 80% of matched students (2016-2017) in each cohort (Year 1 to Year 6) are meeting end of year school writing benchmarks</li> <li>• ≥ 91% student attendance rate</li> </ul>

# 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>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	770	377	393	131	90%
<b>2015*</b>	757	377	380	124	85%
<b>2016</b>	853	418	435	158	87%

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

Students at Bohlevale State School are drawn from very diverse backgrounds, including 158 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 923, 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	21	22
Year 4 – Year 7	20	23	25
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

Bohlevale State School implements the Australian Curriculum in Prep – Year 6. The school follows curriculum and assessment requirements and guidelines outlined in the P-12 Curriculum Framework.

## Our distinctive curriculum offerings

- Stephanie Alexander Kitchen Garden Program
- Instrumental Music (Brass, Woodwind and Strings)
- Year 4-6 Electives Program

## Extra curricula activities

- Being Bohle's Best – Year 5 and 6 Leadership Program
- Student Council
- Active After School Sport
- Intra and Inter School Sport
- Swimming Lessons
- Band
- ATSIAP
- NAIDOC Week
- Opti-MINDS

## How Information and Communication Technologies are used to improve learning

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

The Windows based computers are used for word processing, Excel, Internet research and PowerPoint productions across different Learning Areas. All teachers have been issued with a laptop from the Computers for Teachers scheme which they use to deliver high quality units of work aligned with the Australian and Queensland curriculum.

In addition students and staff have access to iPads, laptops and robotic equipment and software to enhance digital learning skills using a range of apps applicable to all learning areas.

The school has high quality wireless capability which allows students to engage in highly flexible digital learning opportunities.

## Social Climate

### Overview

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 Anti-Bullying Program specifically aligns with School Wide Positive Behaviour Support and is systematically implemented through a comprehensive set of weekly lessons. This program includes the use of Bohlevale State School's Adopt a Cop and Adopt a Cowboy to reinforce key messages with students about appropriate behaviour and responses to bullying. 97% of parents indicated that their child feels safe and 93% of students indicated that they feel safe at Bohlevale State School (SOS).

School Wide Positive Behaviour Support strategies and foci are included in staff meeting agenda 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. Student Opinion Survey data in 2016 indicated that 90 % of students surveyed and 97 % of parents 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 Semester 2 2016 the school Leadership Team was expanded to include a Head of Department Student Engagement and Well-being who co-ordinated a range of proactive and reactive strategies to improve student engagement and achievement. The Student Services Committee and Tier 2 Behaviour Support Team implemented robust case management of groups of students and individual students requiring additional or specific support related to learning, behaviour and well-being. This enabled the team to support Students in Out of Home Care with additional individualised support and provide 'at risk' students with programs offered through external agencies such as PCYC and Stanton Lodge.

The Leadership Team worked with many parents as required.

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. The Chaplain worked in the school for two and a half days per week in 2016.

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

## 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)	85%	95%	100%
this is a good school (S2035)	81%	95%	94%
their child likes being at this school* (S2001)	93%	100%	100%
their child feels safe at this school* (S2002)	85%	95%	97%
their child's learning needs are being met at this school* (S2003)	78%	86%	100%
their child is making good progress at this school* (S2004)	81%	86%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	95%	97%
teachers at this school motivate their child to learn* (S2007)	89%	91%	97%
teachers at this school treat students fairly* (S2008)	93%	86%	97%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	91%	100%
this school takes parents' opinions seriously* (S2011)	88%	86%	100%
student behaviour is well managed at this school* (S2012)	67%	91%	88%
this school looks for ways to improve* (S2013)	85%	90%	97%
this school is well maintained* (S2014)	93%	95%	91%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	95%	92%
they like being at their school* (S2036)	93%	93%	83%
they feel safe at their school* (S2037)	88%	92%	93%
their teachers motivate them to learn* (S2038)	96%	95%	97%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	98%
teachers treat students fairly at their school* (S2041)	83%	87%	90%
they can talk to their teachers about their concerns* (S2042)	88%	88%	92%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	85%	84%	89%
student behaviour is well managed at their school* (S2044)	73%	77%	86%
their school looks for ways to improve* (S2045)	93%	92%	94%
their school is well maintained* (S2046)	86%	86%	90%
their school gives them opportunities to do interesting things* (S2047)	88%	95%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	90%	93%
they feel that their school is a safe place in which to work (S2070)	98%	92%	93%
they receive useful feedback about their work at their school (S2071)	88%	92%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	89%	91%
students are encouraged to do their best at their school (S2072)	100%	95%	98%
students are treated fairly at their school (S2073)	100%	88%	95%
student behaviour is well managed at their school (S2074)	88%	81%	85%
staff are well supported at their school (S2075)	92%	86%	90%
their school takes staff opinions seriously (S2076)	94%	91%	91%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	90%	90%	76%
their school gives them opportunities to do interesting things (S2079)	84%	83%	92%

\* 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

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. In 2016 the school provided an induction program for volunteers.

In 2016 parents/caregivers and members of the wider community volunteered in the Breakfast program; Under 8s day, classroom homework checking/monitoring; Library; Tuckshop, at Inter and Intra school sporting events; in Art and Performing Arts activities, in ATSIAP and EATSIPs programs 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.

In Term 4 the school hosted an information sessions for prospective Prep parents and a transition program for prospective Prep students.

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.

In 2016 the school engaged in community consultation to inform decision-making relating to changing the school uniform and trialling a BYOD class in Year 6 in 2017.

We report student progress to parents/caregivers four times per year. Written reports are issued at the end of Term 2 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.

The school continues to use the Skoolbag App as an additional means of communicating with parents and caregivers.

### Respectful relationships programs

Bohlevale State School has embedded the Respectful Relationships Education Program and the Daniel Morcombe Child Safety Curriculum into the Whole School Curriculum Plan through the Australian Curriculum Health and Physical Education Learning Area. The programs are implemented during Personal and Social Health lessons, delivered by a specialist Health teacher in Years P-4, or the classroom teacher in Years 5 and 6. Students receive instruction over the school year as part of the school's ongoing commitment to the development of students' social and emotional learning and personal safety awareness in a safe and supportive environment. All topics in each year level develop students' knowledge and skills about:

- Personal safety and awareness (Recognize, React, Report)
- Respectful relationships
- Inclusivity, power and relationships (gender inequality)
- Seeking help and proposing and practicing realistic responses (reporting fears and concerns, responding safely to violence and abuse).

### 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	128	106	134
Long Suspensions – 6 to 20 days	7	3	1
Exclusions	0	1	1
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

Data is sourced from the 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.

The school curriculum includes a focus on environmental education and related concepts of sustainability.

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

Gardens have been systematically mulched to reduce water consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	394,196	0
2014-2015	358,056	11,993
2015-2016	297,776	8,480

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

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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	61	32	0
Full-time Equivalent	58	21	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	53
Diploma	4
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 \$91982.

The major professional development initiatives are as follows:

Release of teachers to engage in professional learning and/or coaching programs in reading, numeracy, differentiation and classroom management

Release of teachers to engage in curriculum and assessment planning with colleagues from Heatley State School

Costs associated with staff participation in specific learning programs including Myers Briggs Facilitator training, Beginning Teacher PD, Coaching Programs, OneSchool PD, QCAA PD and Principals' Business Meetings

Schoolwide Positive Behaviour Support

Intra and interschool moderation

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 82% 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).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	86%

\*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%.

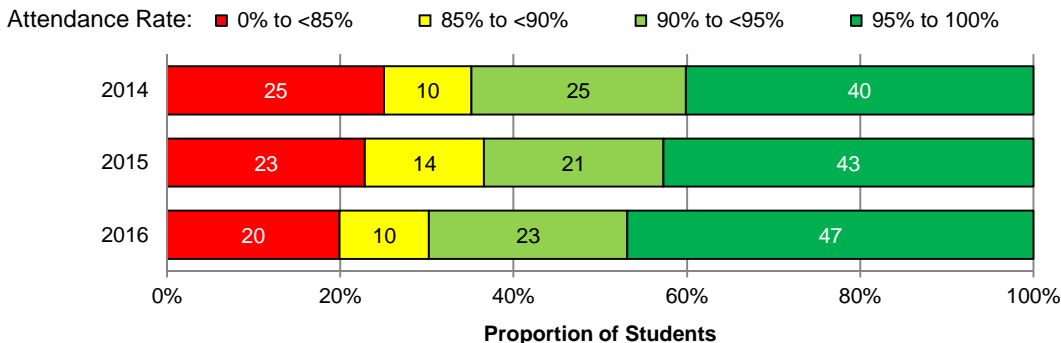
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	88%	91%	91%	90%	91%	91%	92%					
2015	91%	90%	90%	91%	92%	90%	91%						
2016	92%	92%	90%	91%	91%	92%	89%						

\*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.

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

In Term 4 2016 the school implemented a same day text messaging system to advise parents of student absence.

Teachers alert office staff when a student has been absent for three consecutive days 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.

The importance of full and regular school attendance is frequently addressed in the weekly school newsletter and during enrolment and other parent meetings.

The school implements a range of incentive strategies to encourage attendance including 20 Day Challenges, Awesome Attendance Bands to recognize students with 100% attendance each term and weekly class attendance competitions.

## 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 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.