



# Bohlevale State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	Bohlevale School Road Bohle 4818
Phone:	(07) 4729 3555
Fax:	(07) 4729 3500
Email:	principal@bohlevale.ss.eq.edu.au
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:	Helen Morris (Principal)

## 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. At Bohlevale State School we encourage our students to enact the school motto - "Do your part well". Our pedagogical framework prioritises high quality explicit instruction and learning support targeting improved reading, writing and English 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 State School access communication technologies through networked classrooms and computer labs. The school operates a Bring Your Own Device (laptop) program in Years 4-6. Extra-curricular programs offered at the school include Instrumental Music, an electives program on Friday afternoons, the Athlete Development Program 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 Positive Behaviour for Learning 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

This report provides information about Bohlevale State School's strategic priorities, operational practices and achievements in 2017.

#### School Progress towards its goals in 2017

Annual Implementation Plan Priority	School Strategy	Progress in 2016
SUCCESSFUL LEARNERS	Implement the Australian Curriculum  Continue to develop and improve the whole-school approach to the teaching of reading and writing  Progress whole-school understanding of and practice in differentiation in planning and teaching	Implemented in 2017 and continuing focus in 2018

	<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>	
<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>• Collaborative Inquiry Plans</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</li> </ul>	<p style="text-align: center;">Implemented in 2017 and continuing focus in 2018</p>

	Learning Communities (PLCs)	
HIGH STANDARDS School Performance	<p>Implement:</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> <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> </li> </ul>	Implemented in 2017 and continuing focus in 2018
ENGAGED PARTNERS Regional Support and Local Decision Making	<p>Implement the school's Well-being and Learning Framework</p> <p>Implement Parent and Community Engagement Framework</p> <p>Support transition of students 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, facebook, Skoolbag App and whole school celebrations</p> <p>Implement signature programs</p>	Implemented in 2017 and continuing focus in 2018

### Future Outlook

Key Priorities for 2018	Key Targets
<p>Improved student literacy standards</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 (2017-2018) in Years 1, 2 and 3 are meeting or exceeding end-of-year school reading benchmarks</li> <li>• ≥ 80% of matched students (2017-2018) 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 2017:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	757	377	380	124	85%
<b>2016</b>	853	418	435	158	87%
<b>2017</b>	884	421	463	160	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Students at Bohlevale State School are drawn from very diverse backgrounds, including 160 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 925, 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	2015	2016	2017
Prep – Year 3	21	22	22
Year 4 – Year 6	23	25	23
Year 7 – Year 10			
Year 11 – Year 12			

## 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

- Bring Your Own Device (BYOD) Program
- Stephanie Alexander Kitchen Garden Program
- Instrumental Music (Brass, Woodwind and Strings)
- Year 4-6 Electives Program

## Extracurricular activities

- Being Bohle's Best – Year 5 and 6 Leadership Program
- Student Council
- 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 based 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 2017 the school introduced a BYOD program to Year 6. Students in this program engaged in enhanced on-line learning through a customised edStudio.

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.

All classrooms at Bohlevale SS are fitted with an interactive Traceboard.

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

## Social Climate

### Overview

The Bohlevale State School Responsible Behaviour Plan outlines clearly expectations for conduct at school and provides support and assistance to all children to make positive choices to "Be Responsible, Safe and Successful".

An 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. 93% of parents indicated that their child feels safe and 87% 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 2017 indicated that 83% of students surveyed and 96% 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 2017 the Student Well-Being and Engagement Team included a Head of Department, Guidance Officer, two Behaviour Support teachers, a Chaplain, a Defence Schools Transition Aide (DSTA) and a behaviour support teacher aide. This team led the implementation of a range of proactive and reactive strategies to improve student engagement and achievement.

Bohlevale State School's part-time School Chaplain worked in the school for two and a half days per week in 2017.

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.

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.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	100%	89%
this is a good school (S2035)	95%	94%	88%
their child likes being at this school* (S2001)	100%	100%	89%
their child feels safe at this school* (S2002)	95%	97%	93%
their child's learning needs are being met at this school* (S2003)	86%	100%	89%
their child is making good progress at this school* (S2004)	86%	100%	85%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	96%
teachers at this school motivate their child to learn* (S2007)	91%	97%	93%
teachers at this school treat students fairly* (S2008)	86%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	91%	100%	96%
this school takes parents' opinions seriously* (S2011)	86%	100%	88%
student behaviour is well managed at this school* (S2012)	91%	88%	89%
this school looks for ways to improve* (S2013)	90%	97%	92%
this school is well maintained* (S2014)	95%	91%	89%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	92%	94%
they like being at their school* (S2036)	93%	83%	89%
they feel safe at their school* (S2037)	92%	93%	87%
their teachers motivate them to learn* (S2038)	95%	97%	97%
their teachers expect them to do their best* (S2039)	99%	99%	97%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	92%	98%	96%
teachers treat students fairly at their school* (S2041)	87%	90%	83%
they can talk to their teachers about their concerns* (S2042)	88%	92%	90%
their school takes students' opinions seriously* (S2043)	84%	89%	89%
student behaviour is well managed at their school* (S2044)	77%	86%	82%
their school looks for ways to improve* (S2045)	92%	94%	95%
their school is well maintained* (S2046)	86%	90%	86%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	93%	95%
they feel that their school is a safe place in which to work (S2070)	92%	93%	92%
they receive useful feedback about their work at their school (S2071)	92%	95%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	91%	82%
students are encouraged to do their best at their school (S2072)	95%	98%	98%
students are treated fairly at their school (S2073)	88%	95%	93%
student behaviour is well managed at their school (S2074)	81%	85%	78%
staff are well supported at their school (S2075)	86%	90%	84%
their school takes staff opinions seriously (S2076)	91%	91%	83%
their school looks for ways to improve (S2077)	98%	98%	93%
their school is well maintained (S2078)	90%	76%	88%
their school gives them opportunities to do interesting things (S2079)	83%	92%	81%

\* 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 2017 the school provided an induction program for volunteers.

In 2017 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 and in ATSIAP and EATSIPs programs.

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 2017 the school engaged in community consultation to inform decision-making relating to extending the BYOD program to include students in Years 4-6.

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 and in 2017 established an official facebook account.

## 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).

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. This includes "Zones of Regulation" which supports students in regulating emotional and behavioural responses.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	106	134	141
Long Suspensions – 11 to 20 days	3	1	4
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

## 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
2014-2015	358,056	11,993
2015-2016	297,776	8,480
2016-2017	572,827	67,495

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:  
 Government  
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	31	0
Full-time Equivalent	61	20	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

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	5
Bachelor degree	55
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 2017 were \$99 404-57

The major professional development initiatives are as follows:

Release of teachers to engage in professional learning and/or coaching programs in reading, writing (Visible Literacy), curriculum planning, differentiation and classroom management.

Release of teachers to engage in curriculum and assessment planning with colleagues from Heatley and Mundingburra State Schools.

Costs associated with staff participation in specific learning programs including Beginning Teacher PD, Coaching Programs, OneSchool PD, QCAA PD, educational conferences and Principals' Business Meetings

Schoolwide Positive Behaviour Support

Intra and interschool moderation

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

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

From the end of the previous school year, 84% of staff was retained by the school for the entire 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	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 2017 for all Queensland Primary schools was 93%.

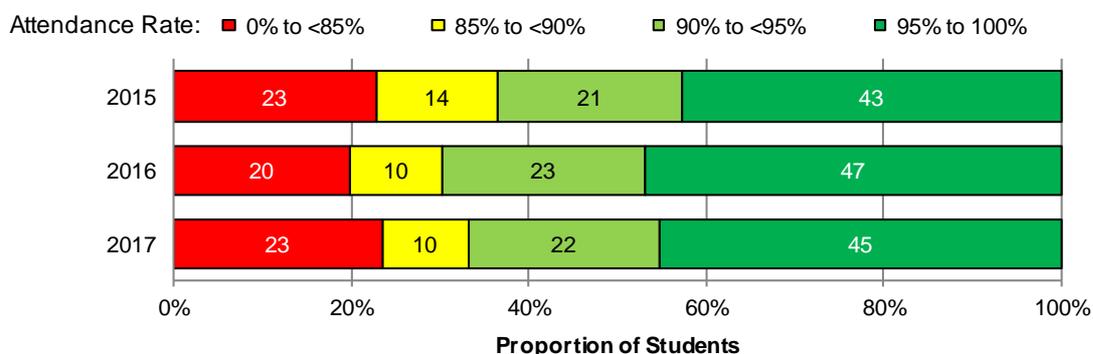
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	90%	90%	91%	92%	90%	91%						
2016	92%	92%	90%	91%	91%	92%	89%						
2017	90%	91%	92%	91%	90%	89%	91%						

\*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 2017 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 “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.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School NAPLAN information is available by selecting ‘**NAPLAN**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.