



Bohlevale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Bohlevale State School is situated in the rapidly developing Northern Beaches suburban hub of Townsville. The school opened in 1911. 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 school values – be Responsible, Safe and Successful – are shared across our school community and are evident throughout our school policies and practices.

Our pedagogical framework prioritises high quality explicit instruction and learning support targets improved reading, writing and English Level of Achievement 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.

Explicit classroom teaching is supported by specialist teachers for Languages (Japanese), The Arts, Health and Physical Education. There are many opportunities for students to showcase their special talents as we actively promote participation in a range of academic, sporting and cultural events.

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 sporting 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.

Introduction

Our school is dedicated to providing a quality personalised education for each and every student. Our school motto, 'Do your part well' is indicative of the philosophy we share as a collaborative teaching and learning community. We are focussed on assisting students to achieve their personal best, whether that be in academic, sporting, artistic or cultural fields. This proud tradition of striving for excellence continued in the 2018 school year.

School progress towards its goals in 2018

This report provides information about Bohlevale State School's strategic priorities, operational practices and achievements in 2018.

Annual Implementation Plan Priority	School Strategy	Progress in 2018
Successful Learners	Implement the Australian Curriculum Embed Whole school Writing improvement approach Embed Whole School Reading improvement approach Progress whole school approach to differentiation in planning and teaching Provide targeted intervention and learning support to identified students in reading and English Embed strategies to improve student engagement Refine school attendance strategy to engage all learners <ul style="list-style-type: none">Review and refine the school's attendance policy to improve attendance and engagement for students <85%Implement and monitor same day notification (SMS) for absenceMonitor students <85% - individual support plans	Implemented in 2018 and continuing focus in 2019

	<p>Support School-Wide Positive Behaviour Support System</p> <ul style="list-style-type: none"> • Support Classroom Profiling and Essential Skills coaching • Training of teachers in Non Violent Crisis Intervention, classroom profiling, essential skills in line with the Responsible Behaviour Plan for Students • Support PBL team – Whole School approach <p>Implement evidence based portfolios for student achievement</p>	
<p>GREAT PEOPLE Teaching Quality</p>	<p>Align leadership team roles and responsibilities and line management structures with school priorities</p> <p>Implement, monitor and review Individual Performance Plans</p> <p>Embed the delivery of the school's Capability Building Framework to build teacher skills and capabilities</p> <p>Collaboratively develop high yield strategies to maximise every student's opportunity to achieve at their full potential</p> <ul style="list-style-type: none"> • Assessment Literate Learners • Learning Walls • Know and Do Tables • Case Management of students <p>Implement a whole school approach to enhance Quality Teaching and Learning</p> <ul style="list-style-type: none"> • Use collaborative planning with HoC, STLaNs and across cohorts • Develop feedback processes for teacher- student, student – teacher 	Implemented in 2018 and continuing focus in 2019
<p>HIGH STANDARDS School Performance</p>	<p>Implement School Data Plan</p> <p>Engage in quality assurance of student learning outcome data</p> <p>Use educational research to inform school improvement decision-making processes</p>	Implemented in 2018 and continuing focus in 2019
<p>ENGAGED PARTNERS Regional Support and Local Decision-Making</p>	<p>Continue to support Transition opportunities for Early Years and Secondary school</p> <ul style="list-style-type: none"> • Kindergarten visits • Transition days to local catchment Secondary Schools <p>Implement the Parent and Community Engagement Framework</p> <p>Ensure timely and accessible school-community communication</p> <p>Provide inclusive education programs</p> <p>Implement EATSIPS priorities</p> <p>Implement the school's Learning and Wellbeing Framework</p> <p>Progress SWPBS Programs</p> <p>Implement signature programs</p> <p>Seek advice and support as required from all regional service teams</p>	Implemented in 2018 and continuing focus in 2019

Future Outlook

Key Priorities for 2019	Success Indicators and Key Targets for 2019
<p>Improved student literacy standards</p> <p>Whole School Reading improvement plan</p> <ul style="list-style-type: none"> • Implement P-6 reading expectations component of school pedagogical framework 	<p>% of matched students (2018-2019) in Years 1, 2 and 3 meeting or exceeding end of year school reading benchmarks (80% +)</p> <p>% of P-6 students achieving A-C in English LOA each semester – 80%</p>
<p>Whole School Writing improvement plan</p> <ul style="list-style-type: none"> • Implement P-6 writing expectations component of school pedagogical framework 	<p>% of P-6 students achieving A-C in English LOA each semester (80%+)</p> <p>% of matched students (2018-2019) in each cohort (Year 1-6) meeting end of year school writing benchmarks (80% +)</p>
<p>Improved school learning culture</p>	91%+ student attendance rate
<p>Staff Capability-building</p>	Staff Survey: I have access to quality professional development (S2086) – similar to state %

<p>Provide a school-based professional learning program and access to external professional learning opportunities as aligned to school priorities and APDPs for both teaching and non-teaching staff</p> <p><u>Foci:</u></p> <ul style="list-style-type: none"> ➤ Reading ➤ Writing ➤ Differentiation 	<p>Staff Survey: Staff at my school are actively involved in Developing Performance discussions (S3215) – 100%</p>
<p>Engage in Full School Review with SIU Team</p> <ul style="list-style-type: none"> • Incorporate recommendations into QSR processes 	<p>Principal, Leadership Team, Staff, Parents & Students engaged in review consultation processes</p>
<p>Engage in Quadrennial School Review</p> <ul style="list-style-type: none"> • Review 2016-2019 BSS Strategic Plan • Develop 2020-2023 BSS Strategic Plan 	<p>Principal, Leadership Team, Staff, Parents & Students engaged in review consultation processes</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	853	884	795
Girls	418	421	374
Boys	435	463	421
Indigenous	158	160	153
Enrolment continuity (Feb. – Nov.)	87%	91%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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. The school is enrolment managed and 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 an enrolment of Defence Force families forming a nucleus of our school community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	21
Year 4 – Year 6	25	23	22
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

Co-curricular activities

- Being Bohle's Best – Year 5 and 6 Leadership Program
- Student Council
- Inter-house Swimming and Athletics
- Colour Run
- RACQ Streets Ahead Program
- Life Education
- Intra and Inter School Sport
- Rugby Union Development Cup
- Year 5 Camp
- Challenge Games for Students with Disabilities
- Science Week
- GRIP Leadership program
- Excursions
- Lunch-time clubs – STEM, Chess, Lego
- Swimming Lessons
- Band
- ATSIAP
- NAIDOC Week
- Opti-MINDS

How information and communication technologies are used to assist learning

At Bohlevale SS technology is a valuable tool that greatly enhances the teaching and learning process.

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 2018 the school began a BYOD program from Years 4-6. Students in this program engage in enhanced on-line learning through their laptops. The school commenced the BYOD program in 2017 with one Year 6 class.

In addition, all students and staff at Bohlevale SS 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.

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 2018 indicated that 90% of students surveyed and 81% 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 2018 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 wellbeing, engagement and achievement.

Bohlevale State School's part-time School Chaplain worked in the school for two and a half days per week in 2018. The chaplain has a pastoral care role in supporting students.

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 Behaviour Support Team in collaboration with the leadership 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	89%	91%
• this is a good school (S2035)	94%	88%	88%
• their child likes being at this school* (S2001)	100%	89%	91%
• their child feels safe at this school* (S2002)	97%	93%	85%
• their child's learning needs are being met at this school* (S2003)	100%	89%	91%
• their child is making good progress at this school* (S2004)	100%	85%	85%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	85%
• teachers at this school motivate their child to learn* (S2007)	97%	93%	85%
• teachers at this school treat students fairly* (S2008)	97%	96%	81%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	97%
• this school works with them to support their child's learning* (S2010)	100%	96%	85%
• this school takes parents' opinions seriously* (S2011)	100%	88%	81%
• student behaviour is well managed at this school* (S2012)	88%	89%	76%
• this school looks for ways to improve* (S2013)	97%	92%	84%
• this school is well maintained* (S2014)	91%	89%	91%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	94%	94%
• they like being at their school* (S2036)	83%	89%	93%
• they feel safe at their school* (S2037)	93%	87%	89%
• their teachers motivate them to learn* (S2038)	97%	97%	96%
• their teachers expect them to do their best* (S2039)	99%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	97%
• teachers treat students fairly at their school* (S2041)	90%	83%	90%
• they can talk to their teachers about their concerns* (S2042)	92%	90%	86%
• their school takes students' opinions seriously* (S2043)	89%	89%	89%
• student behaviour is well managed at their school* (S2044)	86%	82%	82%
• their school looks for ways to improve* (S2045)	94%	95%	96%
• their school is well maintained* (S2046)	90%	86%	93%
• their school gives them opportunities to do interesting things* (S2047)	96%	92%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	95%	93%
• they feel that their school is a safe place in which to work (S2070)	93%	92%	84%
• they receive useful feedback about their work at their school (S2071)	95%	92%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	82%	93%
• students are encouraged to do their best at their school (S2072)	98%	98%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	95%	93%	86%
• student behaviour is well managed at their school (S2074)	85%	78%	62%
• staff are well supported at their school (S2075)	90%	84%	67%
• their school takes staff opinions seriously (S2076)	91%	83%	75%
• their school looks for ways to improve (S2077)	98%	93%	87%
• their school is well maintained (S2078)	76%	88%	88%
• their school gives them opportunities to do interesting things (S2079)	92%	81%	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 2018 the school provided an induction program for volunteers in Term 1.

In 2018 parents/caregivers and members of the wider community attended weekly assemblies and parent information/professional learning sessions, volunteered in the Breakfast program; Under 8s day, classroom home reading 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 on a Wednesday afternoon. Parents of students attending DASH are invited to assist with the program.

In Terms 3 and 4 the school hosted information sessions for prospective Prep parents and a transition program for prospective in-catchment 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.

We report student progress to parents/caregivers four times per year. Written reports are issued at the end of Term 2 (or early 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 and LED sign is updated regularly. The school continues to use the Skoolbag App and official school facebook account as important means of communicating with parents and caregivers and celebrating the achievements of our students.

Respectful relationships education 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 or the classroom teacher, depending on the student year level. 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. Positive Behaviour for Learning (PBL) is a whole-school approach to creating a safe and supportive environment. This includes “Zones of Regulation” which supports students in regulating emotional and behavioural responses.

Additional social and emotional support is offered at Bohlevale SS through programs run by the Guidance Officer, Behaviour Support Teacher, School Chaplain and Defence School Mentor.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	134	141	102
Long suspensions – 11 to 20 days	1	4	4
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	297,776	572,827	346,558
Water (kL)	8,480	67,495	7,465

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

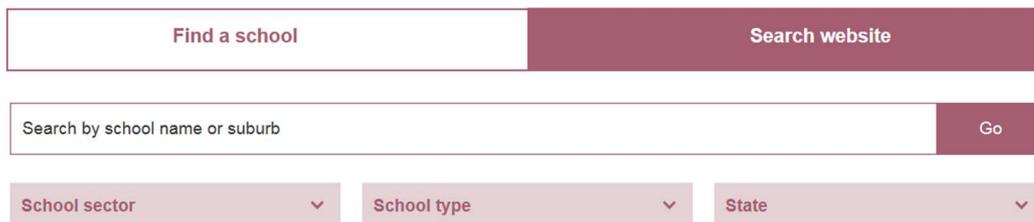
School funding

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.

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.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	61	31	<5
Full-time equivalents	58	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*	5	
Bachelor degree	50	
Diploma	5	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 99 134.68

The major professional development initiatives were as follows:

- Release of teachers to engage in professional learning and/or coaching and mentoring programs in reading, writing, curriculum planning, differentiation and classroom management.
- Release of teachers to engage in curriculum and assessment planning with colleagues from Heatley, Mundingburra and Oonoonba State Schools.
- Costs associated with staff participation in specific learning programs including Beginning Teacher PD, Coaching Programs, OneSchool PD, QCAA PD, educational conferences and Statewide and Regional Principal Professional Learning Days
- School wide Positive Behaviour for Learning and Wellbeing professional learning
- Profiling Essential Skills
- Embedding Indigenous Perspectives
- Yoga Tools for Schools
- Cluster Learning Fair
- STEP Up into Education
- Age-appropriate pedagogies
- STEM
- Restorative Justice
- Intra and interschool moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	86%	86%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

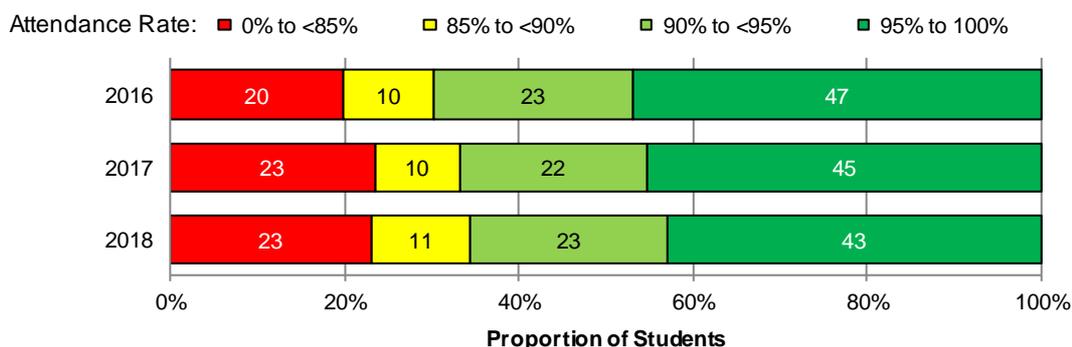
Year level	2016	2017	2018
Prep	92%	90%	91%
Year 1	92%	91%	89%
Year 2	90%	92%	90%
Year 3	91%	91%	91%
Year 4	91%	90%	90%
Year 5	92%	89%	90%
Year 6	89%	91%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Bohlevale School implements electronic roll making, guided by a printed set of instructions for consistency and compliance. Rolls are marked twice a day – morning and afternoon in accordance with the school Roll Marking Policy.

From 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 unexplained absence. Parents can report student absences to school staff via the skoolbag app, SMS service, phone call to school, school email address, via signed note or in person.

Deputy Principals monitor absence patterns and contact families to determine the reasons for absence and to reiterate the 'Every Day Counts' message. Records of contact with parents and carers regarding unexplained absences are recorded in OneSchool.

Truancy procedures are followed when deemed necessary as per the Bohlevale SS Attendance Policy.

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

The school implements a range of 'attendance incentive' strategies to encourage and acknowledge student attendance including "Awesome Attendance Bands" to recognize students with 100% attendance each term, weekly 'Super Attenders' class attendance competitions and a term reward of a pizza party for the highest attending P-2, 3-4 and 5-6 class in the term.

NAPLAN

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.

Find a school	Search website	
Search by school name or suburb		Go
School sector ▼	School type ▼	State ▼

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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.