Bucasia 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

Queensland Government

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School Overview

Bucasia State School is located in the Northern Beaches area of the Mackay district approximately 16km from the city centre. The school is situated among picturesque and well landscaped gardens and grounds. School enrolments are growing as the Northern Beaches area expands. In 2014 the schools in the Northern Beaches area became enrolment managed.

Our school community prides itself on the qualities and characteristics that make this school a unique and vibrant place to be a part of: community & school spirit, academic, cultural, and sporting excellence; caring and committed staff and a positive innovative learning environment are all valued elements of our school. Our school motto 'Oceans of Success – Live and Learn' encapsulates our belief that student learning and success is our core business with literacy and numeracy being our focus to ensure 'Oceans of Success' for students.

This school annual report will give details of our core business – teaching and learning and the manner in which the school is conducted, what we offer the school community, the profile of our staff and the performance of our students.

This report will be accessible on the school website as well as copies provided to our P&C and a copy situated in the school foyer for public access.

Principal's Forward

Introduction

In 2016 our school focussed on:
- Reviewing teaching strategies for mathematics to enhance student performance.
- Ensuring a schoolwide approach for the teaching of writing was embedded

- Ensure there are consistent teaching practices throughout the school that catered for students at their need level by enabling all new staff to engage and align with current approaches to the teaching of English and mathematics.

School Progress towards its goals in 2016

To achieve this, we engaged the services of educational consultants to build the capacity of teachers to effectively teach all areas of the curriculum and with a particular focus on writing and mathematics.

Through consultation our school continued to develop and refine our Pre-Prep Program to build the relationships between our school and our pre-school aged children. This initiative transitions parents and students into our school community through a sequential program focussing on simple skills and expectations of children and parents. Teachers also participated in a pilot program focussing on age-appropriate pedagogies that was designed to develop the capacity of teachers to deliver curriculum in engaging and playful ways to enhance student learning.

Our targets were:

- Increase the percentage of children in Years 3 & 5 to attain the minimum standards for Literacy and Numeracy.
- Increase the percentage of Prep – Year 6 students achieving an A or B in English from 46% in 2015 to 51% in 2016 and in Mathematics from 51 % in 2105 to 56% in 2016 report (Academic Reporting).

Our achievement was:

- 95% of students reached the National Minimum Standard (NMS) for literacy and numeracy for years 3 & 5 in 2016. 100% of students reached the NMS in year 3 writing and numeracy. Specific evidence based plans are in place to improve literacy and numeracy standards so 100% of students reach NMS.

- Prep – Year 6 student results – 46% of Prep - Year 6 students achieved an A or B in English and 52% of students achieved an A or B in mathematics in their semester 2, 2016 report (Academic Reporting).

- 85% of Prep – Year 6 students achieved a 'c' or above in English and 88% of Prep – Year 6 students achieved a 'c' or above in mathematics in the 2016 reporting period (semester 2).

Future Outlook
- Increase the percentage of children in Years 3 & 5 to attain the minimum standards for Literacy and Numeracy.
- Increase the percentage of Prep – Year 6 students achieving an A or B in English from 46% in 2016 to 51% in 2016 and in Mathematics from 52 % in 2106 to 56% in 2017 report (Academic Reporting).

In 2017 the school will be focussing on:

Reading
Increase English (Reading) results at Bucasia State School so that each child increases their individual achievement at a rate that is aspirational and results in 95% students being above the NMS, with 51% of students receiving an A or B at end of year reporting.

Numeracy

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Increase numeracy results at Bucasia State School so that each child increases their individual achievement at a rate that is aspirational and results in 95% students being above the NMS, with 56% of students receiving an A or B at end of year reporting.

High quality teaching practices

Increase Teacher capacity to ensure each and every child has the best opportunity for achieving at their absolute optimum and being successful, literate and numerate.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb − Nov)
2014	329	153	176	31	90%
2015*	382	190	192	50	87%
2016	370	188	182	53	91%

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

Bucasia and the Northern Beaches in Mackay is a popular area for families to settle. Because of that, there is a large number of families living permanently in the area as well as a transient population. Within the last 12 months the transience of the population has increased slightly as has our school population. Some of the families have work associated with the Bowen Basin mines and others work within the city area. Therefore, there is a very mixed socio economic community. In addition we have an indigenous population and a group of children for whom English is a second language.

Our school is a growing school with enrolments increasing each year. Because of the size of our school, we have some multi-age classes and focus strongly on enjoying community within the school and its surrounds. We have a special education unit attached to the school and this is a very important aspect of the school community as children learn to live with individual differences and to cater for them and adapt to them in their everyday life.

Bucasia State School's NAPLAN data has steadily and strongly improved over the past few years particularly in the areas of Year 3 reading, spelling, numeracy and grammar and punctuation in term

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of the national average. All areas have improved strongly in the amount of children in the upper two bands (one to two years ahead of current year level). Areas of concern in 2016 were Year 3 numeracy where all students met the national minimum standards however, did not reach the average when compared with the nation. In 2016, students' performance in Year 3 reading and grammar and punctuation was close to that of the nation, due to some excellent teaching and learning.

In Year 5 all areas have improved steadily over the past few years when compared to national average. Areas of concern in 2016 were reading, writing and numeracy where students did not meet the national average and efforts will continue to be focussed in these areas.

Our data reflects that all students in this school in Year 3 and 5 met or exceeded the national minimum standards in all NAPLAN areas except Year 5 reading and numeracy which is a focus for 2017.

Our students perform close to students at similar schools throughout the nation in both year 3 and 5.

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	21
Year 4 – Year 7	25	26	23
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

The School's Vision is: "Oceans of Success – Living Together: Learning Together". The successes we are looking for are expressed in the qualities of a lifelong learner. It is therefore a Curriculum for Life. The qualities of a lifelong learner, while future focussed, are embedded in the everyday lives of our students where at school they learn to be persistent and resilient as they work toward their learning goals.

Through the implementation of the School Curriculum Plan we ensure that the planned learning experiences and assessment tasks enable our students and teachers to achieve "Oceans of Success".

At present, as with all Queensland schools, Bucasia is engaging with the National Curriculum in English, mathematics, science, geography and history.

At Bucasia, we follow the Queensland Curriculum to Classroom (C2C) resources where teachers are focusing on what the students need to 'know and do' to successfully achieve. We follow the Assessment Tasks marking according to the Guide to Make Judgement (GTMJ).

Our core teaching pedagogy in teaching all new concepts is explicit instruction, focusing on explicitly teaching students the skills they need to access literacy and numeracy. Each skill is broken down into its components and these are taught to students following a particular formula, I do (teacher models), we do (teacher checks for understanding) and you do (children demonstrate learning). In addition to this, all children participate in 'warm ups' where teachers focus on transferring learning from short to long term memory.

During 2016 we will embark on an Age Appropriate Pedagogies project focusing on providing a balance and range of learning opportunities to students in Prep to Year 6 to focus on engagement.

Co-curricular Activities

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⬜⬜Instrumental Music which incorporates individual tutoring and the development of a concert band.

- Arts focus including Rock, Pop, Mime
- International Academic Competitions (ICAS)– Maths, English, Science, Writing, Spelling.
- ICT (Technology / computer based skills) integrated throughout all subject offerings.
- School Choirs
- Student excursions
- Student Council – supporting the school, community, Australia and international Aid.
- Eisteddfod – with teams of all ages levels competing in the district competition
- Music camps
- Whitsunday Voices
- Unify – Writing and Design and coding using technology based ICT program for extending student learning.
- Interschool Sport
- Year 4 Bike Education offered in conjunction with PCYC
- Robotics

How Information and Communication Technologies are used to Assist Learning

Computers are available in each classroom, all of which were connected to the network. All general learning areas have wireless access for iPad and laptops. In addition there is a computer lab for the whole class situated in the library. Classes are booked in for weekly lessons. There are interactive whiteboards, projectors or interactive touch screens in each classroom that are used to engage students and use the ICT resources that are available for maximum learning. Students use computers and other devices such as iPads as tools to develop language and literacy skills as well as to enhance learning in numeracy. This is through the use of specific software and items such as learning objects. The school subscribes to Mathletics, Typing Tournament & RAZ Kids so that learning is accessible from home and the classroom. Many of the teachers have websites, Edstudios, Class Dojo and learning place sites that students can access while at home so the classroom is beginning to be seen as 'without walls'. Lessons are designed to enhance student's learning and to stimulate further investigations in subjects.

There are iPads available in all of the classrooms in small class sets, where students access 'apps' to enhance learning on an individual and group basis. Mathletics and RazKids are available on the iPads. All teaching staff access quality online teaching resources provided through C2C to enhance their curriculum delivery.

All teaching blocks are connected to the internet and now have a minimum of 6 computers in each double teaching area.

Social Climate

Overview

Our school acknowledges the importance of positive relationships and communication between all stakeholders. We also value the recognition of positive social behaviours and endeavour to do this in the following ways:

• Weekly "Student of the Week" Class awards presented on Parade.

•"Good Ones" awarded for being 'caught' practising our S.T.A.R. (**S**afety, **T**eamwork, **A**ttitude & **R**espect) rules.

Additional recognition for those who achieve the expected standard of behaviour is available in the form of behaviour awards that are celebrated at the end of each term and at our final celebration night.

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• The Social Justice committee meets fortnightly to ensure we are catering for student welfare and special needs. Particular attention is paid to students with particular learning needs in every area. This also includes extended learning challenges and the social development of all students via class camps and targeted social skills programs.

• Our School Responsible Behaviour Plan reflects the changes in society, particularly in regard to internet safety and cyber bullying.

• The School Chaplaincy service to support Student and Parent Social Needs was embedded within our school. This operates on two days a week with opportunities for students to interact with the chaplain during class and recess time.

• Bucasia State School has a strong commitment to promoting a safe school environment and actively engages with anti-bullying strategies on all levels including bystanders, cyberbullying and victimology. It accesses the support of local police programs that focus on student, staff and parent education to assist with this.

• Our school focuses on School Wide Positive Behaviour and meets regularly to review data collected regarding student behaviour and to sharpen the focus on teaching skills in the areas identified. These skills are taught weekly and advertised via the newsletter, on parade and actively taught in the classrooms.

• 97% of parents and 92% of students feel safe at school. There are similar percentages of students (and parents who agree) who are happy to go to this school.

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)	88%	100%	100%
this is a good school (S2035)	80%	100%	97%
their child likes being at this school* (S2001)	88%	96%	100%
their child feels safe at this school* (S2002)	88%	96%	97%
their child's learning needs are being met at this school* (S2003)	80%	100%	94%
their child is making good progress at this school* (S2004)	80%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	96%	100%
teachers at this school motivate their child to learn* (S2007)	84%	100%	94%
teachers at this school treat students fairly* (S2008)	80%	93%	84%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	97%
this school works with them to support their child's learning* (S2010)	76%	100%	90%
this school takes parents' opinions seriously* (S2011)	68%	96%	84%
student behaviour is well managed at this school* (S2012)	71%	93%	84%
this school looks for ways to improve* (S2013)	80%	96%	97%
this school is well maintained* (S2014)	100%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	94%
they like being at their school* (S2036)	97%	95%	96%
they feel safe at their school* (S2037)	96%	95%	92%
their teachers motivate them to learn* (S2038)	94%	95%	94%
their teachers expect them to do their best* (S2039)	98%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	94%
teachers treat students fairly at their school* (S2041)	95%	94%	89%
they can talk to their teachers about their concerns* (S2042)	85%	92%	90%
their school takes students' opinions seriously* (S2043)	86%	89%	83%
student behaviour is well managed at their school* (S2044)	88%	91%	85%
their school looks for ways to improve* (S2045)	97%	95%	98%
their school is well maintained* (S2046)	96%	92%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	93%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	81%	95%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	88%
students are encouraged to do their best at their school (S2072)	100%	95%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	95%	100%	96%
staff are well supported at their school (S2075)	76%	95%	96%
their school takes staff opinions seriously (S2076)	89%	86%	96%
their school looks for ways to improve (S2077)	100%	95%	100%
their school is well maintained (S2078)	95%	95%	96%
their school gives them opportunities to do interesting things (S2079)	90%	95%	100%

* 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

At Bucasia State School we pride ourselves on being a school that offers the parent community maximum involvement. We have a strong and vibrant P & C who are focused on providing the best educational experience possible for all the students at the school. We are supported by and actively support the local community in a range of ways including, excursions, performances, individual and group, and student fund raising for and with the local community.
We have:

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• Involvement in the P & C who play a decision making role in the school and are involved in fund raising
•Many parents volunteering in classrooms throughout the school
• Parents undergoing teacher aide training at the school
• Special class events promoting student work with a parent/family audience.
• Parent assistance and involvement in school community events eg Rock Pop Mime
• Informal and formal parent / teacher interviews.
• Volunteer Parent / family helpers in classrooms.
•Read-a-Thon
• Parade presentations of children's learning achievements
• School based discos

Respectful relationships programs

Our school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships under the banner of wellbeing. Our school focuses on the key domains of a safe, healthy and fulfilling life and lessons focusing on these are presented to the school community weekly at parade and are individually taught in the classroom. They are separate from and also integrated with our positive behavior for learning framework that focuses on safety, teamwork, attitude and respect. Students are taught boundaries both around themselves and others and are specifically taught conflict resolution skills.
The wellbeing of students has been evaluated by use of Youth Resilience Australia surveys and will continue to be monitored. Children's understanding of positive behavior for learning is also measured annually following the PBL (Positive Behaviour for Learning) program.

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	16	10	22
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	0	0
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
During 2016 we continued to be vigilant with the usage of air-conditioning during term 2 and 3. Year 4 students undertake an annual recycling project as part of their curriculum. Admin offers mobile phone recycling as well as toner recycling. Despite the growth of the school usage of water & electricity did not increase dramatically.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	131,660	1,260
2014-2015	150,029	719
2015-2016	157,425	901

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

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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
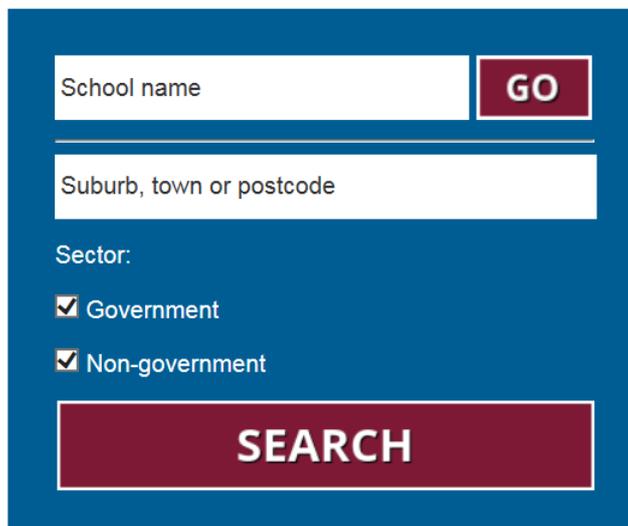
School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

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	26	16	0
Full-time Equivalents	23	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	20
Diploma	2

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TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 $70 000.

The major professional development initiatives are as follows:

• Reciprocal Teaching – teachers observing teachers for professional learning and collegial coaching
• Master Teacher working with teachers in a coaching and mentoring role on the teaching of writing
• Explicit Teaching – Engaging with John Fleming's research as a key method of instruction
• Professional development with John Fleming and curriculum leaders from Haileybury focussing on teacher quality
• Engagement with the regional project with age appropriate pedagogies
• Mentoring Beginning Teachers project that supports teachers at the beginning of their career
•Professional development in the teaching of mathematics and in developing *Hot Tasks* to identify and dispel misconceptions about maths
•Utilisation of CQ3S as a data analysis tool
The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% 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:

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STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	93%	90%

*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	92%	92%	93%	93%	94%	93%	94%						
2015	95%	94%	94%	94%	94%	94%	93%						
2016	93%	93%	93%	94%	93%	93%	93%						

*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:
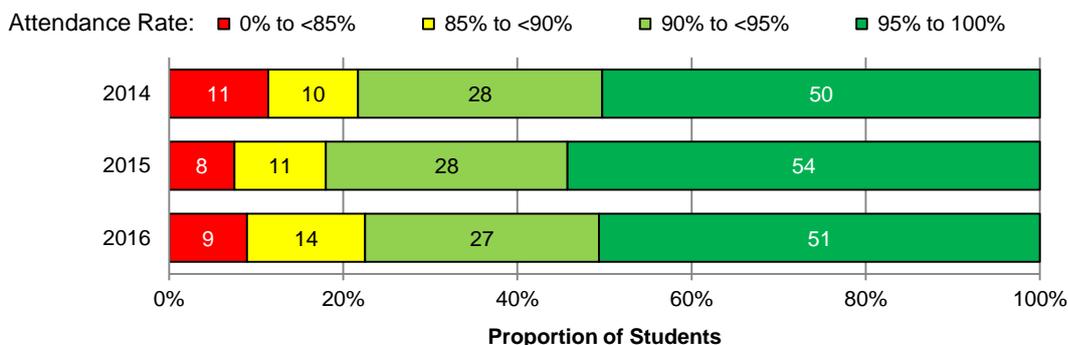
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At this school rolls are marked in the morning and afternoon so that utmost accuracy is maintained. Parents are required to supply a reason for student absence and if children are absent for a couple of days without reason, the school will contact the parents via a phone call. If this situation persists the school will initiate a series of formal letters with a view to resolving the issue. This forms part of our legal duty of care.

Parents of children who have unexplained absences are contacted by phone and letter.

The importance of regular school attendance is regularly advertised and commented upon. Children are encouraged and rewarded for attending school regularly.
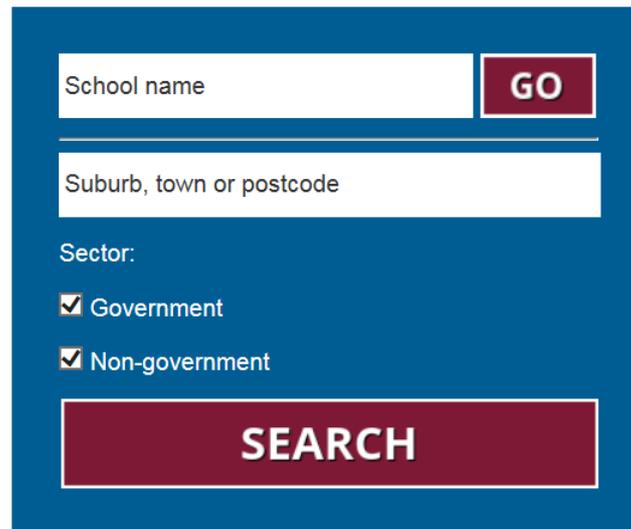
100% attendance is rewarded with prizes each term and these are highly sought after!

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/.

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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.**

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.