



Bucasia State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



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.

STATEMENT OF PURPOSE

Providing a happy, safe environment for all children to live and learn together, now and in the future.

OUR VISION

Oceans of Success Live & Learn

OUR MOTTO

Live & Learn

School progress towards its goals in 2018

Our goals were to increase the percentage of children in Years 3 & 5 to attain the minimum standards for Literacy and Numeracy and this we have improved year by year with our school achieving equivalent to or above the nation in all areas – reading, writing, grammar & punctuation, spelling and numeracy. 100% of students achieved the NMS in numeracy in 2018.

Increase the percentage of Prep – Year 6 students achieving an A or B in English from 49% in 2017 to 54% in 2018 and in Mathematics from 52 % in 2017 to 55% in 2018 report (Academic Reporting).

This year, 49% of our students received an A or B in English with year 6 being the strongest performers with 59% of students achieving beyond year 6 standard.

In Maths 52% of students received an A or B in mathematics in 2017. This year 59% of our students received an A or B in maths with year 5 being our strongest performers with 76% of them achieving above their year level.

I would like to congratulate teachers and students for their hard work in achieving these results. Over the years, our school has become stronger and stronger in terms of curriculum, teaching and learning and our focus is always on improvement!

Future outlook

Explicit Improvement Agenda 2019

Consistency, Expected and Supported by Excellence

Curriculum focus based on Australian Curriculum

1. 100% of teachers will have a deep understanding of the Australian Curriculum and be able to tailor their programs to support it in reading and writing using effective pedagogical practices.
2. Increase the percentage of students achieving a 'B' standard or above in English from 49% in 2018 to 54% in 2019.
3. Increase the percentage of students receiving a 'B' standard or above in mathematics from 60% in 2018 to 62% in 2019.
4. 100% of teachers will engage with and increase capacity in the provision of the digital technologies curriculum.

Culture that Promotes Learning

1. 75% of students attending more than 90% of the time at school.
2. Closing the Gap - raised student attendance from 88.5% in 2018 to 91%
3. Closing the Gap - improved English and maths results so that indigenous students are bandscaled and/or performing at the same level as their non indigenous counterparts.

Quality Differentiated Learning

1. 100% of students will be able to state where they are in their learning journey via learning walls and goals.
2. 100% of classrooms will have a learning wall co-constructed by teacher and students that is based on the reading, writing and numeracy demands of the Australian curriculum.

Excellence – Achieved by:

1. Creating a skilled and committed workforce focussing of a low level of variability and an absence of mediocrity achieved by the development of high performing teams and continued pursuit of excellence in teaching and learning.
2. Provision of the resources (physical, fiscal, expertise and time) to enable teacher learning through profession development including collaboration, research, WOW and leading others.
3. Individual case management of students achieved through the provision of smaller, single year level classes.
4. Competing with ourselves, as teachers and leaders to be the very best we can be and provide.... Excellence in teaching and learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	370	395	393
Girls	188	188	188
Boys	182	207	205
Indigenous	53	60	47
Enrolment continuity (Feb. – Nov.)	91%	89%	90%

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

Our School at a Glance

Bucasia and the Northern Beaches in Mackay is a popular area for families to settle. Because of that, there are a large number of families living permanently in the area, as well as a transient 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 include students with disability into mainstream classrooms, and make adjustments to meet their particular needs.

Average class sizes

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

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

At Bucasia State School our vision is; 'Oceans of Success – Living Together, Learning Together'. Our School's Curriculum Plan follows the Australian Curriculum and the Queensland Curriculum to Classroom (C2C) resources with the use of assessment tasks and Guides to Making Judgements (GTMJ) to reach consistency of judgement across the school, cluster, region and state.

Our core teaching pedagogy in teaching all new concepts is Explicit Instruction. This is 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 the I do, we do, you do format - 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. Our school uses the Age Appropriate Pedagogies when planning for teaching and learning to ensure content is presented taking into account the needs of your people therefore, achieving a higher level of engagement.

Co-curricular Activities

- ☐ 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
- ☐ 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 and classes are booked in for weekly lessons. Two sets of laptops provide mobile computer labs. There are 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 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, The Learning Place and online courses to enhance their curriculum delivery. In addition to this, a specialist teacher of digital technologies was employed to provide professional development for teachers and engaging instruction in digital technologies for students.

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

Social climate

Overview

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.

- 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.

- 95% of parents feel their child is safe at school and 94% of students feel safe at school. There are similar percentages of students (95%) (and parents who agree) who like coming to this school.

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%	100%	91%
• this is a good school (S2035)	97%	81%	95%
• their child likes being at this school* (S2001)	100%	100%	95%
• their child feels safe at this school* (S2002)	97%	88%	95%
• their child's learning needs are being met at this school* (S2003)	94%	94%	91%
• their child is making good progress at this school* (S2004)	100%	94%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	91%
• teachers at this school motivate their child to learn* (S2007)	94%	88%	95%
• teachers at this school treat students fairly* (S2008)	84%	81%	82%
• they can talk to their child's teachers about their concerns* (S2009)	97%	88%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	90%	94%	91%
• this school takes parents' opinions seriously* (S2011)	84%	81%	77%
• student behaviour is well managed at this school* (S2012)	84%	69%	82%
• this school looks for ways to improve* (S2013)	97%	87%	82%
• this school is well maintained* (S2014)	100%	100%	86%

* 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)	94%	99%	98%
• they like being at their school* (S2036)	96%	94%	94%
• they feel safe at their school* (S2037)	92%	99%	94%
• their teachers motivate them to learn* (S2038)	94%	98%	96%
• their teachers expect them to do their best* (S2039)	95%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	98%
• teachers treat students fairly at their school* (S2041)	89%	96%	97%
• they can talk to their teachers about their concerns* (S2042)	90%	93%	91%
• their school takes students' opinions seriously* (S2043)	83%	95%	91%
• student behaviour is well managed at their school* (S2044)	85%	91%	82%
• their school looks for ways to improve* (S2045)	98%	95%	98%
• their school is well maintained* (S2046)	96%	96%	97%
• their school gives them opportunities to do interesting things* (S2047)	94%	95%	94%

* 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)	100%	92%	96%
• 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)	92%	92%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	96%
• student behaviour is well managed at their school (S2074)	96%	96%	85%
• staff are well supported at their school (S2075)	96%	81%	89%
• their school takes staff opinions seriously (S2076)	96%	88%	93%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	100%	96%
• their school is well maintained (S2078)	96%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	96%	93%

* 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:

- A P & C who play a decision making role in the school and are involved in fund raising and participating on school committees such as Curriculum, Positive Behaviour for Learning & Wellbeing
- Individual Support Programs negotiated with parents are in place for students with disability to assist them to access and participate fully at school
- Individual Curriculum Plans negotiated with parents are in place for students who are working above or below their current year level
- Parents of students for whom English is a second language are consulted regarding their programs and progress
- Individual behaviour support plans are also negotiated with parents so students are able to fully access the school's curriculum
- 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.
- Parade presentations of children's learning achievements
- School based discos

Respectful relationships education 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 behaviour 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. In addition to this, they are taught to recognize, react and report when they are unsafe to a range of safe known persons. The school chaplain works with particular children in a pastoral care role as need arises.

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 behaviour for learning is also measured annually following the PBL (Positive Behaviour for Learning) program.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	22	41	35
Long suspensions – 11 to 20 days	2	0	1
Exclusions	0	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

During 2018 we continued to be vigilant with the usage of air-conditioning throughout the year with air conditioners being turned off when the temperature reaches 26 degrees. Year 4 students undertake an annual recycling project as part of their curriculum. Admin offers mobile phone recycling as well as toner recycling.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	157,425	146,094	149,562
Water (kL)	901	595	995

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](http://www.myschool.edu.au/) 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	23	18	<5
Full-time equivalents	21	12	<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	0	
Masters	1	
Graduate Diploma etc.*	3	
Bachelor degree	23	
Diploma	2	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$54,328.10

The major professional development initiatives are as follows:

- Reciprocal Teaching – teachers observing teachers for professional learning and collegial coaching
- Administration team working with teachers in a coaching and mentoring role on the teaching of reading and writing
- Explicit Teaching – Engaging with John Fleming's research as a key method of instruction
- Professional development with teachers visiting Haileybury focussing on teacher quality and Explicit Instruction
- Engagement with the regional project with age appropriate pedagogies
- Mentoring Beginning Teachers project that supports teachers at the beginning of their career
- Planning with Australian Curriculum

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

The proportion of the teaching staff involved in professional development activities during 2017 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%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	93%	92%	92%
Attendance rate for Indigenous** students at this school	90%	89%	88%

* 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

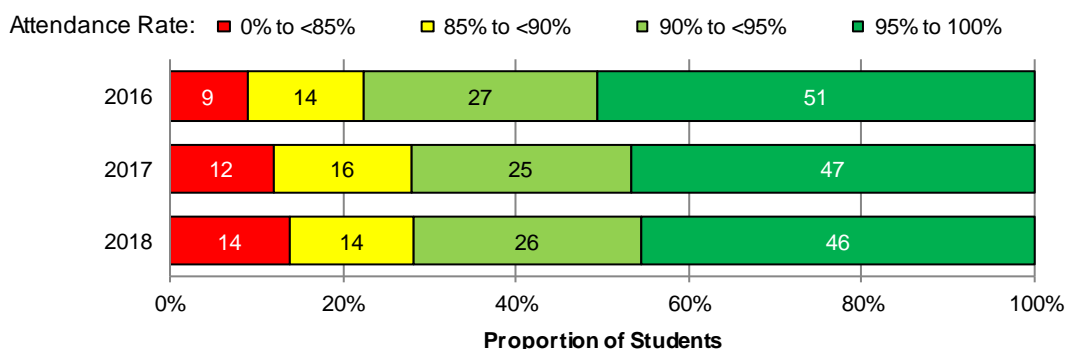
Year level	2016	2017	2018
Prep	93%	93%	93%
Year 1	93%	93%	91%
Year 2	93%	92%	93%
Year 3	94%	92%	93%
Year 4	93%	93%	93%
Year 5	93%	92%	94%
Year 6	93%	92%	91%

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.

School rolls are marked in the morning and afternoon so that utmost accuracy is maintained. A text message is sent for daily for unexplained absences. 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. The class with the highest attendance each week receives a prize that is announced on parade. 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 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

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.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.