



# Buiilyan 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

|                 |   |
|-----------------|---|
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| Contact Person: | Principal – Kaylee Fechner  |

## School Overview

Builyan is located 97kms southwest of Gladstone. It is a small rural community with most families working on the land. The local sawmill also employs a percentage of the population. Builyan has a very active Parents and Citizens Association and Community Development group. The whole community works together to ensure the school provides a stimulating and up to date learning environment. Builyan State School is committed to the provision of high quality education that makes a positive difference to the lives of all our students. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Maintaining strong links with the community is a key priority. Community members may access school facilities and are kept up to date with school events through regular newsletters. Parents are kept informed of student progress, both on a formal and informal basis, through twice-yearly report cards and associated parent interviews, as well as end of term celebrations of student work and achievements, and regular publication of student work in the school newsletter and on the school facebook page.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

In 2017, our Improvement Agenda focused on:

- Writing – developing a Whole School Writing Framework – completed
- Writing – improving student results in writing - ongoing
- Building staff capabilities through PD, modelling and observations- ongoing

#### Future Outlook

In 2018, our Explicit Improvement Agenda will focus on:

- Embedding a Whole School Reading Framework
- Reading – increasing the reading outcomes for our students

# 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> | Prep Year - Year 6 |

### Student enrolments for this school:

|             | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| <b>2015</b> | 11    | 8     | 3    |            | 85%                              |
| <b>2016</b> | 12    | 8     | 4    |            | 100%                             |
| <b>2017</b> | 8     | 6     | 2    |            | 100%                             |

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

The students work in a multi-age setting. Although a small school, the students are given opportunities to mix with students their own age from Ubobo and Nagoorin State Schools to engage in cluster sporting, cultural and academic activities. These activities are valued as they widen the students experience and develop friendships with other students living in the Boyne Valley area.

### 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       | 11   | 8    | 4    |
| Year 4 – Year 6     |      | 4    | 4    |
| Year 7 – Year 10    |      |      |      |
| Year 11 – Year 12   |      |      |      |

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- The Australian Curriculum along with the implementation of the C2C provides the framework for educating our students to build on their prior knowledge and maximise learning experiences.
- Students engage in learning through the explicit instruction pedagogy in all learning areas.
- Students are taught in a multi age setting with a breakdown of three groups. Prep, 1-3 and 4- 6.
- Our Pre-prep program starts in Term 3, with pre-prep students attending the school once a week for half a day and full days in Term 4.

## Co-curricular Activities

Cluster Days with Ubobo and Nagoorin State Schools

Sporting Schools Afterschool Sport

Regular P and C monthly meetings

Fundraising events through the P and C

Tuckshop run by P and C, fortnightly

## How Information and Communication Technologies are used to Assist Learning

Technology is used throughout the curriculum, enhancing a variety of skills. They use the internet for research and learning opportunities, they use different programs to write different types of reports.

Purchasing of new computers and Interactive whiteboard has stimulated learning for the students as they have not experienced these opportunities before. With Principal/Teacher having been very experienced using ICTs in the classroom, the students have really benefitted from having someone who places a high importance on ICTs in the classroom.

## Social Climate

### Overview

At Builyan State School we believe that everyone has right to learn in a safe environment. We must expect the rights of others if we wish to have our rights respected. We also believe that students, teachers and parents alike, choose the way they behave, so each individual must accept the responsibility and consequences for their behaviour and bullying is not tolerated.

As a small school, the older students can have a great influence upon the younger students. The older students are given responsibility, acting both as leaders and supporters for the younger students.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:  | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016)  | 100% | DW   | 100% |
| this is a good school (S2035)  | 100% | DW   | 100% |
| their child likes being at this school* (S2001)  | 100% | DW   | 100% |
| their child feels safe at this school* (S2002)   | 100% | DW   | 100% |
| their child's learning needs are being met at this school* (S2003)                                     | 50%  | DW   | 100% |
| their child is making good progress at this school* (S2004)  | 75%  | DW   | 100% |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | DW   | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 75%  | DW   | 100% |
| teachers at this school motivate their child to learn* (S2007)   | 100% | DW   | 100% |
| teachers at this school treat students fairly* (S2008)   | 50%  | DW   | 100% |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | DW   | 100% |
| this school works with them to support their child's learning* (S2010)                                 | 75%  | DW   | 100% |
| this school takes parents' opinions seriously* (S2011)   | 75%  | DW   | 100% |
| student behaviour is well managed at this school* (S2012)  | 75%  | DW   | 100% |
| this school looks for ways to improve* (S2013)   | 100% | DW   | 100% |
| this school is well maintained* (S2014)  | 50%  | DW   | 100% |

## Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048)                               | 100% | 100% | 100% |
| they like being at their school* (S2036)  | 100% | 100% | 100% |
| they feel safe at their school* (S2037)   | 100% | 100% | 100% |
| their teachers motivate them to learn* (S2038)                                    | DW   | 100% | 100% |
| their teachers expect them to do their best* (S2039)                              | DW   | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 100% |
| teachers treat students fairly at their school* (S2041)                           | 100% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042)                     | 100% | 100% | 100% |
| their school takes students' opinions seriously* (S2043)                          | 100% | 100% | 100% |
| student behaviour is well managed at their school* (S2044)                        | 100% | 100% | 100% |
| their school looks for ways to improve* (S2045)                                   | 100% | 100% | 100% |
| their school is well maintained* (S2046)  | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047)           | DW   | 100% | 100% |

## Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2015 | 2016 | 2017 |
| 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)  | 100% | 100% | 86%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | DW   | DW   | 100% |
| students are encouraged to do their best at their school (S2072)   | 100% | 100% | 100% |
| students are treated fairly at their school (S2073)  | 75%  | 100% | 100% |
| student behaviour is well managed at their school (S2074)  | 100% | 100% | 100% |
| staff are well supported at their school (S2075)   | 75%  | 100% | 100% |
| their school takes staff opinions seriously (S2076)  | 100% | 100% | 100% |
| their school looks for ways to improve (S2077)   | 100% | 100% | 100% |
| their school is well maintained (S2078)  | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079)   | 100% | 100% | 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

Parents volunteer their time three days a week to work with small groups of students on reading. Parents are involved and informed of their child's education in various ways. Parent teacher interviews are held twice a year, in which all parents are informed of their child's progress. In Semester 1 and 2, report cards are sent home about their child's progress as well. Through newsletters, parades and parent chats before and after school, parents are also informed of what is happening around the school and how to help their child with aspects of their school work.

## Respectful relationships programs

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

## 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 | 0    | 1    | 0    |
| Long Suspensions – 11 to 20 days | 0    | 0    | 0    |
| Exclusions                       | 0    | 0    | 0    |
| Cancellations of Enrolment       | 0    | 0    | 0    |

## Environmental Footprint

### Reducing the school's environmental footprint

The school has had solar panels installed to help reduce its environmental footprint.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2014-2015                          | 5,379           |          |
| 2015-2016                          | 10,593          |          |
| 2016-2017                          | 1,278           |          |

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

## School Funding

### School income broken down by funding source

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

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

## Find a school

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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 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                 | 2              | 4                  | 0                |
| Full-time Equivalent       | 1              | 1                  | 0                |

#### Qualification of all teachers

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

\*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 \$ 4,340.43

The major professional development initiatives are as follows:

Writing

Jolly Phonics

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. | 98%  | 99%  | 97%  |

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

From the end of the previous school year, 100% 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). | 83%  | 93%  | 95%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   |      |      |      |

\*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   | 89%  | 82%    | DW     | 84%    | 79%    | DW     | DW     |        |        |        |         |         |         |
| 2016   | 96%  | 90%    | 92%    | DW     | DW     | DW     | DW     |        |        |        |         |         |         |
| 2017   |      | DW     | 92%    | 96%    | DW     | DW     |        |        |        |        |         |         |         |

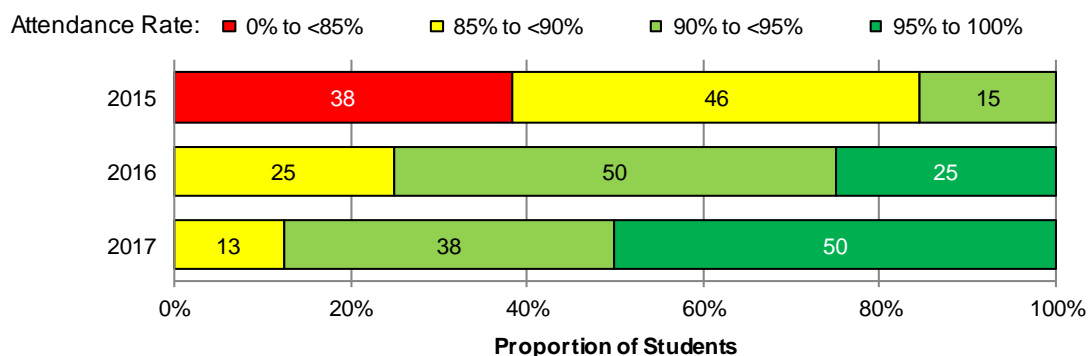
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed 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 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.

In 2017, parents were continually reminded about the importance of attendance through newsletters, phone calls, parent teacher interviews and parades. An 'Every Day Counts' newsletter was included in newsletters twice a Semester. Rolls are marked twice a day and parents are contacted via phone straight away if their child is absent and the school has not been notified.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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Non-government

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

## Conclusion

For any additional information on our lovely school please contact the office on (07) 4974 1181.

