



Builyan State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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## From the Principal

### 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 an 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.

School Priorities for 2018:

- Reading – Develop a Whole School Reading Framework, track students using Literacy Continuum,
- Individual student learning plans- focusing on reading and writing
- Moderation – clear processes for moderating students work

Whole School Reading Framework was developed in a draft phase, school team is working together to finalised. The plan will be finalised in 2019.

Every student at Builyan have an Individual Learning Plan and they are updated termly  
Builyan teaching staff are heavily involved in moderation across the Gladstone Region.

### Future outlook

Improvement priorities/school goals for 2019:

- Reading and Writing - Use literacy continuum to track students and identify their next step – creating, documenting and revising student goals around reading and writing.
- Peer observation, feedback, differentiated coaching to improve teaching quality, with support of professional learning community
- Ensure consistency of content delivery and teacher planning through before-moderation.

## 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 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	12	8	7
Girls	8	6	5
Boys	4	2	2
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	100%	78%

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

Builyan is a K- 6 School. The students work in a multi-age setting with the break down predominately P-2, 3-4 and 5-6. 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

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	9	6	3	The <a href="#">class size</a> 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.
Year 4 – Year 6	3	2	4	

## 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-2, 2-3 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. There is one to one ratio of laptops to students and iPads to students. Students access laptops and iPads for various aspects of their school work. The school have dual learn learning space with interactive whiteboards in use.

## 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. In 2018, the school has access to a chaplain for two hours a week.

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

\* 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)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	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)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	86%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	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/Grandparents volunteer their time two 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. Parent also receive a communication log book every Friday which informs parents of their child's learning from the week.

## Respectful relationships education programs

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	1	0	0
Long suspensions – 11 to 20 days	0	0	0
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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,593	1,278	6,268
Water (kL)			

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.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb		
<b>Go</b>		
School sector ▼	School type ▼	State ▼

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

<b>View School Profile</b>
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4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	1	5	0
Full-time equivalents	1	2	0

\*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
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	1
Certificate	

\*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 2018 were \$ 3,545.

The major professional development initiatives are as follows:

- Reading Centre
- Essential Skills for classroom management
- Principal Conference
- HR Training
- Jolly Phonics

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.	99%	97%	100%

### 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%	95%	92%
Attendance rate for Indigenous** students at this school			DW

\* 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	96%		90%
Year 1	90%	DW	
Year 2	92%	92%	DW
Year 3	DW	96%	90%
Year 4	DW	DW	88%
Year 5	DW	DW	DW
Year 6	DW		97%

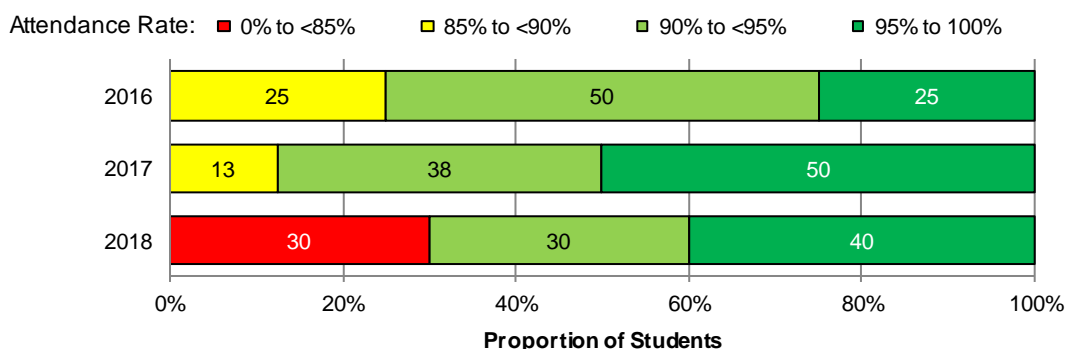
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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 2018, 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. Any student who is on 85% or below attendance rate is case managed.

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

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

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

