

# Builyan State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Teaching Principal – Miss Kaylee Fechner

## Principal's foreword

### Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2015 and can be obtained on the school website and in hard copy from the office.

Builyan State School is situated some 95km SW of Gladstone. It is a small community with its major focus being on the timber industry and farming. Despite its relative closeness to a large centre, it is fairly isolated this isolation is improving with improved television reception and community emphasis on mobile phone coverage. Because of this isolation, one of the priorities of the school is to maintain its role as the hub of the community with the use of its facilities and assistance with the education of the students and the development of technology to create opportunities for students to communicate with students their own age in similar small schools and in larger settings.

### School progress towards its goals in 2015

In 2015, our Explicit Improvement Agenda focused on:

- Writing
- Improving Reading Comprehension
- Continuation of the implementation of the Australian Curriculum
- Explicit Instruction

### Future outlook

In 2016, our Explicit Improvement Agenda will focus on:

- Writing
- Attendance
- Curriculum and Pedagogy

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	23	11	12		85%
2014	13	9	4		85%
2015	11	8	3		85%

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 2015, 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:

The students work in a multi-age setting. Builyan State School has no indigenous students. 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	12	11
Year 4 – Year 7 Primary	14		
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	3	0
Long Suspensions - 6 to 20 days	0	0	0

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.

## 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.

### Extra curricula activities

Cluster Days with Ubobo and Nagoorin State Schools

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 improve 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	91%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	50%
their child is making good progress at this school (S2004)	91%	100%	75%
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)	91%	100%	75%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	91%	100%	50%
they can talk to their child's teachers about their concerns (S2009)	91%	100%	100%
this school works with them to support their child's learning (S2010)	91%	100%	75%
this school takes parents' opinions seriously (S2011)	91%	100%	75%
student behaviour is well managed at this school (S2012)	91%	100%	75%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	82%	100%	50%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	88%	100%	100%
they like being at their school (S2036)	63%	100%	100%
they feel safe at their school (S2037)	86%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	DW
their teachers expect them to do their best (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	63%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	75%	100%
their school takes students' opinions seriously (S2043)	86%	100%	100%
student behaviour is well managed at their school (S2044)	88%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	71%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	DW

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	80%	100%
they receive useful feedback about their work at their school (S2071)	75%	80%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	DW	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%	75%
student behaviour is well managed at their school (S2074)	88%	75%	100%
staff are well supported at their school (S2075)	63%	60%	75%
their school takes staff opinions seriously (S2076)	75%	80%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
their school looks for ways to improve (S2077)	100%	80%	100%
their school is well maintained (S2078)	75%	60%	100%
their school gives them opportunities to do interesting things (S2079)	88%	80%	100%

# '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.

## Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	12,405	0
2013-2014	7,122	0
2014-2015	5,379	

\*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.

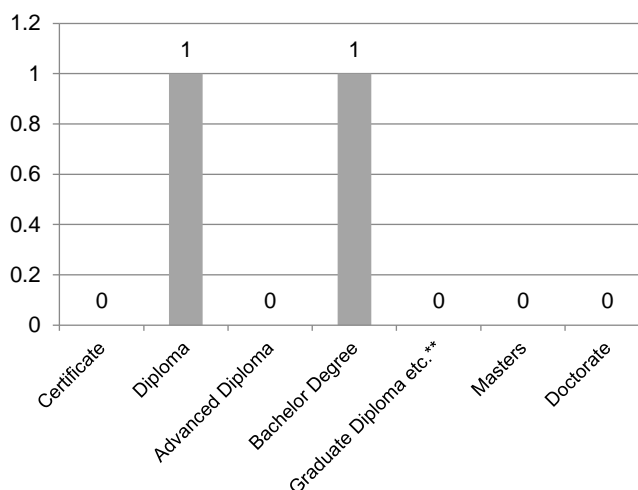
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	1	4	0
Full-time equivalents	1	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$1947.10.

The major professional development initiatives are as follows: Writing

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income 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

GO

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Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	83%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

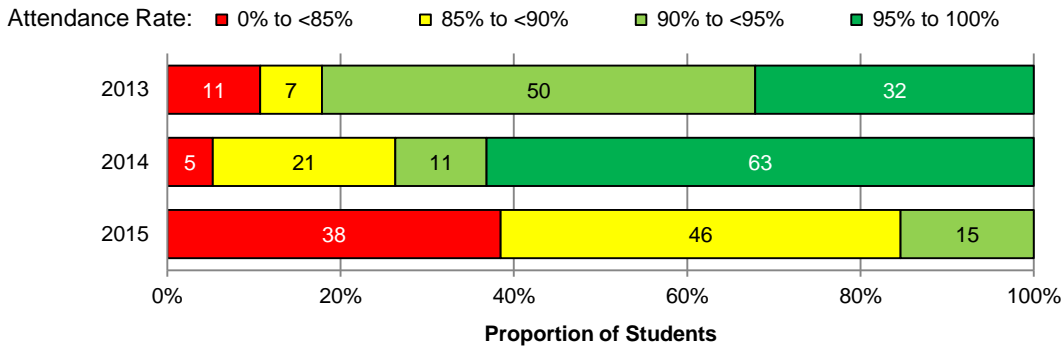
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	93%	95%	92%	98%	94%	96%	90%					
2014	84%	DW	92%	92%	DW	DW	98%	98%					
2015	89%	82%	DW	84%	79%	DW	DW						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

In 2015, 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.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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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Sector:

Government

Non-government

Where it says '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.