



SINCE 1866

Bulimba State School
ANNUAL REPORT

2017

Queensland State School Reporting

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Department of Education

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School Overview

Bulimba State School is an inner-city Brisbane Prep to Year 6 primary school with an enrolment of 861 students (Jan 2018). We are one of Queensland's 250 Independent Public Schools and a proud government funded school. Bulimba is an Enrolment Managed school which provides an education service for those families who on enrolment reside within the catchment area of the school. The school's Explicit Improvement Agenda focuses on students succeeding in Writing, Reading and Numeracy with many programs and support initiatives to enable learners to do their best. The school has several programs of significance listed below, that offer a broad range of opportunities to extend, interest and engage learners. National testing data (NAPLAN) indicates that Bulimba performs above national mean in all areas. The school has a strong focus on sustainability and creating global citizens. There is a strong commitment to community engagement and the school has a Community Liaison Officer. The school Parents and Citizens Association (P&C) operates a very successful Outside School Hours Care Facility which achieved an Exceeding rating in 2017, a tuckshop called SmartBites, awarded Tuckshop of the Year in 2017, an active and progressive STEAM Committee and a Swimming Club (in 2017 commenced a redevelopment of the pool). In the 2017 External School Review the reviewers commented, "we have visited many school who say they develop the whole child but Bulimba is the best example we have seen

Principal's Foreword

Introduction

Dear Parents, Caregivers and Supporters

The 2017 Bulimba State School (BSS) Annual School Report is a cooperative document reporting on our school's activities and celebrations for the 2017 school year. The School Leadership Team, School Council and Parents' and Citizens' Association work collaboratively and together we share in the success of our school with the community.

2017 has been the fourth year of Bulimba's journey as an Independent Public School and our School Council progress will be reported on in this document.

This report demonstrates the successes that can be achieved when a school community works together to provide quality and equitable education for all its students.

Michael Zeuschner

Principal

"A creative and clever school built on quality educational programs that provide opportunities for students to be innovative, confident and capable learners. A school that challenges its students to be active and informed citizens of the world."



School Progress towards its goals in 2017

In 2017 the school had an independent school review completed by 4 principals and an external reviewer. The review was managed by Education Queensland's School Improvement Unit (SIU). The review investigated the school in relation to the departments strategic direction, school strategic plan, curriculum, staffing, community and student learning and outcomes. Below are the key findings of this review.

The school's leadership and teaching teams are committed to improving learning outcomes for all students.

The school seeks to develop the talents of all students through innovative practices, academic achievement and community engagement. It has a focus on sustainability and global citizenship. The school vision encompasses the school's purpose and philosophy, *'Young Minds Grow in this Garden'*.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education institutions, local businesses and community organisations.

These partnerships offer support, access to resources and services to enhance learning opportunities for students. The local community shows pride in the school and embraces the school's history and traditions that in many cases are shared through generations of attendance at the school.

School leaders place a strong emphasis on research and an evidence base to identify the most appropriate approaches to inform effective teaching and learning practices.

School leaders are committed to ensuring teaching and learning aligns to the core values of developing student learners who are ethical and responsible citizens, reflective and deep thinkers, and connected and autonomous learners. These beliefs and expectations are synonymous with the school's reputation in the local community of having a 'holistic' approach to education.

The Explicit Improvement Agenda (EIA) developed for the school articulates five key areas for improvement in 2017.

This agenda focuses on improving outcomes in reading comprehension, improving writing, improving numeracy, higher order thinking and digital technologies. The improvement agenda mirrors the scope of the school's Investing for Success (I4S) agreement. This broad agenda includes an Australian Curriculum (AC) area and an identified school strategy.

A number of processes are established to monitor student progress towards identified targets.

Regular opportunities are provided for year level teams of teachers to discuss individual student, class and cohort data sets in regards to the aims of the EIA. Processes to systematically monitor the effectiveness of programs and whole-school initiatives in delivering improvements in student performance relating to the EIA are developing.

The school has a documented pedagogical framework that outlines the philosophical foundation and beliefs associated with curriculum, teaching, learning and assessment.

Reading to Learn (R2L) is the pedagogical approach teachers strongly identify as central to improving literacy outcomes for students. Some teachers make reference to the agreed school-wide pedagogical practices of Polya's 1 Model of Inquiry and Proportional Reasoning in their planning and day-to-day teaching of mathematics. School leaders recognise there is a need to revise the school's current pedagogical framework to clearly define and embed the agreed evidence-based pedagogies that inform teaching and learning across all classrooms.

Moderation of student assessment occurs within year level teams each term.

The school has moved from consensus moderation processes to calibration moderation processes and teachers report that this has been a positive change. School leaders identify the need to further refine moderation processes to continue to build consistency in teacher judgement.

School leaders view reliable and timely data as essential to the effective leadership of the school's EIA.

School leaders review whole-school data sets and discuss, monitor and plan responses and strategies to maintain high expectations for student achievement across the school. Strategies and processes to further enhance student achievement levels across the school are identified as an area of priority by the leadership team.

The school is committed to maintaining a supportive school environment whereby all students feel welcome and safe.

Central to the school's positive culture is the school's Code of Conduct that is based on a set of rights and responsibilities to teach and promote high standards of appropriate behaviour. Rights and responsibilities are based on respect, learning, health and safety. Classrooms are calm and interruptions to teaching are minimal. Students are engaged and believe they are challenged.

The broader community holds the school in high regard.

Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs. A community engagement officer provides a critical link to support families, especially those new to the school and community. Parents report that this service is highly valued throughout the community.

Future Outlook

The School Improvement Plan for 2018 will focus on the following key areas:

The implementation and monitoring of consistent pedagogical practices linked to data to improve learning outcomes for students in the following curriculum areas: Reading, Writing, Numeracy and Science. Our Master Teacher will work with teachers to improve learning outcomes for students in Writing. This will be combined with the introduction of Collegial Coaching which 96% of staff have volunteered to participate in.

A program called Reading to Learn will continue to form the key strategy in to improve literacy outcomes for students. Teaching staff implement this program in their classes with new staff participating in training. Further information is available at <https://www.readingtolearn.com.au/> in the lower school, Investing for Success (I4S) funding will be used to supplement current in classroom support for student learning.



Bulimba State School is focused on having engaged teachers and engaged learners. For teachers, there will be continued professional learning and the introduction of a Collegial Coaching model. This model will continue to promote effective and consistent teaching practices across the school, ensure consistency of practice and build a common language among teachers for discussing the efficacy of literacy and numeracy practice. This process will also facilitate conversations around data to improve student learning outcomes. For students, the continued process of providing a broad engaging curriculum will be a priority.

Italian will be a focus area with establishment of a Sister School relationship with San Filippo IPS in Citta' De Castello. There will be the opportunity for staff to visit this school. We will also commence work with the Italian Consulate and Education Queensland to investigate the option of developing a bilingual program at Bulimba.

The school will continue its working in Proportional Reasoning, the most used numeracy strategy by adults. Resources will be developed for use in the classroom including a glossary of terms, a matrix of year level development and a scope and sequence across year levels

The Bulimba Thinking Classrooms (BTC) will continue as will the embedding of a "Culture of Thinking" in our classrooms. The inclusion of a Thinking Mentor will support teachers in their implementation through in class support, planning and resources. For more information on a "Culture of Thinking" please visit the Visible Thinking website http://www.visiblethinkingqz.org/VisibleThinking_html_files/05_SchoolWideCultureOfThinking/05a_SWCT.html

Our Digital Classrooms program will continue in 2017 with the continued introduction of coding within the curriculum. The school will continue its implementation of the Australian Curriculums Digital Technologies Curriculum through planning, mentoring and in class support by our Digital Technologies Mentor. In collaboration with our P&C STEAM Team we will provide a suite of out of school hours program to engage our community in digital futures.

Having achieved a 5 Star Environmental school rating from Keep Queensland Beautiful Council in 2014, we will participate Australian Eco School initiative in 2018. Sustainability will be an ongoing focus of our school and we will continue to build and strengthen our partnerships with Tangalooma Eco Marines, Great Barrier Reef Marine Park Authority, United Nations Australia Association and the Stephanie Alexander Kitchen Garden Foundation.

Infrastructure and Future Outlook

Bulimba State School is an inner city Brisbane state school which over the last 20 years has experienced significant growth. In 2017 a new 10 learning space building and resource centre was constructed on the site. This building is a 4 level building designed to follow the contour of the site.

The school also completed a Master Planning Process to determine the future outlook of infrastructure on the site. This process involved a broad range of community, department and school representatives. The Master Plan is available at the school office and will be posted on the school website.

The major future outlook concerns for this community with regard to infrastructure are

1. The demolition, funding and completion of a new school aquatics facility.
2. The lack of sufficient playspace for students on the current site.
3. Negotiations regarding the catchment area boundary to reduce school growth.
4. The continued in fill of house sites with units and the development of large parcels of land within catchment.
5. Consideration of another school within the school's current catchment to relieve enrolment pressure.

The school will in 2018 review the Master Plan as part of the Inner City Schools Project

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	853 (as at 1 June 2018)

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	808	416	392	7	97%
2016	827	438	389	12	96%
2017	850	441	409	9	95%

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

Our students come from a range of socio-economic and religious backgrounds. There are a small number of indigenous students, students who have English as a Second Language and as a community we celebrate and value this diversity. Our student body is represented by approximately 50 different nationalities. Most students live within the school catchment area within three kilometres of the school. The school enrolment profile indicates that 97% of the school population are recognized as being within catchment.

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	24	24	23
Year 4 – Year 6	27	26	24

Curriculum Delivery

Our Approach to Curriculum Delivery

Bulimba provides a broad curriculum which addresses the academic, emotional, social and physical needs of the student. Every child, everywhere, every day and every way has the opportunity to engage in learning in a creative, collaborative and enjoyable way.

- ✓ A curriculum embedded in Sustainability
- ✓ A curriculum connected to Asia literate students
- ✓ A curriculum reflective of Indigenous perspectives
- ✓ Italian for students in Prep to Year 6 which includes visiting Italian Language Assistants

- ✓ Integrated Digital Technology
- ✓ Stephanie Alexander Kitchen Garden program
- ✓ Peer Support – Years 1 - 6
- ✓ Italian language program Prep to Year 6
- ✓ Leadership for students – all final year students have a role and responsibility.
- ✓ Year 5 Buddies Program with Prep students
- ✓ Student Council – a place for student voice and decision making.
- ✓ Outdoor Education Camping Program for Years 4 to 6
- ✓ Active Sporting Program – leads the Region in representative students.
- ✓ A program based in visible learning and thinking
- ✓ Junior, and Senior' Choir "Bulimba's Got Talent"
- ✓ Tangalooma Eco Marines Ambassador Program
- ✓ School term Photography competition

Co-curricular Activities

- ✓ Environmental Club (held after school and at lunchtimes)
- ✓ Tennis coaching before and after school
- ✓ GLC Gifted and Talented days (Science, Visual Arts, Music, Mathematics and Sport)
- ✓ Readers' Cup
- ✓ Queensland Kaleidoscope Challenge
- ✓ Chess Club
- ✓ Drama Club
- ✓ Instrumental Music Years 5 to 7 (Woodwind, Brass and Percussion)
- ✓ Beginner Music Camp
- ✓ Strings Program, Piano Lessons, Guitar Lessons
- ✓ Micro Makers, Coding Club
- ✓ Bulimba STEAM Festival a weekend of activities, workshops and displays.
- ✓ Friday afternoon Ju Jitsu Club
- ✓ Extra-curricular activities organised by Outside School Hours Care such as dance club, cricket and soccer.

How Information and Communication Technologies are used to Assist Learning

Embedding ICTs is an integral component of curriculum, teaching and learning and has been a major focus at Bulimba State School for a number of years. In 2012, the P&C completed a project to ensure every classroom had an Interactive Projector. In 2015, Bulimba had whole school wireless coverage and increased connectivity. In 2017, C Block was built with 10 classrooms, resource centre, computer lab and flexible learning spaces.

Teachers use the two computer labs, interactive projectors, classroom computers and handheld devices such as iPads to develop children's computer skills and to enhance learning. Teachers and students also use digital cameras and the internet across all KLAS.

Students use the Microsoft programs to create multimedia presentations for their units of work each term. Online courses and Learning Objects are used to enhance learning opportunities. Students also use Movie Maker. In 2018, there was a green screen installed in our computer lab for students to utilise for special effects for video and photo editing.

A range of online and school purchased programs, support and extend students across the school in all key learning areas. These include; Lexia, Rainforest Maths, Sunshine Classic, A Sound Way, Boardmaker, Spelling City, Reading Eggs, Accelerated Reader, Busy Things and Mathletics.

Staff professional development is supported by the Digital Mentor. This role recognises the importance of research, mentoring and coaching to build pedagogical change to support the learning of students, teachers and school support staff. The Australian Curriculum Digital Technologies Curriculum is being implemented and assessed across year levels in Year 2, 3, 4, 5 & 6. Teachers participate in professional learning as teams to further strengthen the implementation process.

The Digital Mentor role aims to build positive relationships with parents and an understanding through the provision of parent information and practical learning about the Digital Technologies. Research has shown that when parents and their children share in learning a better understanding and learning partnership is built.

All teaching staff have a laptop computer and iPad mini for their use. In 2015, iPad minis were provided to all administration and classroom support staff as part of our ICTs professional learning program.

The school also makes use of adaptive technologies to support student access to learning and ability to engage with the curriculum. In 2017, 115 laptops were purchased and are used in computer labs and in classrooms to for assistive technology.

The school P&C purchased a set of 12 Spheros for students to use within the classroom and lunch time code clubs. The School P&C in collaboration with BSS staff successfully planned and implemented their first STEAM Festival in 2017. This was an opportunity to collaborate with a number of local vendors who specialise in delivery of interactive STEAM workshops and bring them to school on a weekend for some fun and educational workshops for parents and children to learn together.

There is a strong collaboration with our school community to provide learning opportunities for all students in order to develop the digital skills.

Social Climate

Overview

Bulimba's social climate is based on resilience and a culture of trust.

- Our students and parents are highlighted as being significantly above state average in their satisfaction with the school climate according to our School Opinion Survey. Establishing a safe, supportive and caring environment where students, parents and staff feel heard and valued is a goal of every facet of our school. Actively seeking student voice to shape the future of our school and providing programs to develop informed and active citizens for the future, is an integral part of our school philosophy. We are proactive in our approach in ensuring all community members are aware of the appropriate way to interact and seek to address any issues confidentially, sensitively and respectfully.
- Our Parent Support Program which employs a school based Parent Liaison Officer, enables the support of new and established families to become an active member of our school community. This program has been operating successfully in our school for 18 years.
- Peer Support Program in 2017, Year 6 students lead weekly sessions with students from Year 1-6 around topics such as resilience, speaking up, values, friendships)
- BSS Code of Conduct – The expectations, rights and responsibilities of all community members are regularly published, modelled and monitored.
- School Student Leadership Program in 2017 (Years 4-6 students) provided Leadership training initiatives.
- Class meetings encourage 'Student Voice' providing the opportunity for students to have a say about what happens in their school.
- Student Council – enables student voice and decision making by students.
- Setting Up for Success – Each year students review school and class expectations around behaviour, attitude, work presentation and academic achievement.
- Prep School Buddies (Year 5 / Prep Buddy partnerships to help transition to Year 1)
- Environmental Club – held each Monday afternoon from 3.00pm to 4.00pm and run by school staff.
- Workplace Rehabilitation Officer
- Chaplaincy program

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	97%	98%
this is a good school (S2035)	95%	97%	99%
their child likes being at this school* (S2001)	97%	98%	99%
their child feels safe at this school* (S2002)	96%	97%	100%
their child's learning needs are being met at this school* (S2003)	91%	98%	96%
their child is making good progress at this school* (S2004)	90%	97%	98%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	98%	98%
teachers at this school motivate their child to learn* (S2007)	95%	98%	98%
teachers at this school treat students fairly* (S2008)	93%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	98%	99%
this school works with them to support their child's learning* (S2010)	90%	97%	95%
this school takes parents' opinions seriously* (S2011)	87%	88%	88%
student behaviour is well managed at this school* (S2012)	91%	92%	92%
this school looks for ways to improve* (S2013)	93%	95%	91%
this school is well maintained* (S2014)	91%	95%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	97%	94%
they like being at their school* (S2036)	95%	95%	92%
they feel safe at their school* (S2037)	95%	95%	95%
their teachers motivate them to learn* (S2038)	98%	99%	90%
their teachers expect them to do their best* (S2039)	96%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	88%
teachers treat students fairly at their school* (S2041)	88%	95%	84%
they can talk to their teachers about their concerns* (S2042)	88%	89%	81%
their school takes students' opinions seriously* (S2043)	85%	90%	86%
student behaviour is well managed at their school* (S2044)	93%	87%	81%
their school looks for ways to improve* (S2045)	98%	96%	96%
their school is well maintained* (S2046)	95%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	98%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	88%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	95%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	91%	93%	86%
staff are well supported at their school (S2075)	91%	97%	93%
their school takes staff opinions seriously (S2076)	94%	93%	90%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	96%	95%

* 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

Bulimba State School encourages and welcomes the support of adults (parents, caregivers, grandparents, community members) in our classrooms to enhance and support the teaching and learning program.

Educational research provides strong evidence of the powerful influence which parents have on their children's success in school results and achievements. An influence that is as powerful as any other educational factor, including the role of schools.

We welcome parents into our classrooms but remind them that it is a privilege to share in their child's learning journey whilst respecting the confidentiality of the other students on the journey with their child. Providing parents with a supportive network within our school is seen as a priority due to the large number of interstate and overseas families without extended family support in our community.

A Community Liaison Officer coordinates a Parent Representative Network to ensure each class has parents to help organise classroom parent involvement, social outings and parent support. The Community Liaison Officer also has an important role in our school enrolment process, helping families to successfully settle into our school so that children are happy and ready to learn.

Our Partners in Education (P.I.E) program aims to provide parents with information and practical suggestions that will assist them to support their child's learning as well as attending to their social and emotional wellbeing. Sessions are held by class personnel and outside experts.

Bulimba is an Independent Public School and works closely with its 8-member school council and Parents' and Citizens' Association (P&C). The P&C is currently involved in the design and redevelopment of the school swimming pool. In 2017 our school tuckshop "Smartbites" won Tuckshop of the Year.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs include the implementation of the Daniel Morcombe Unit of work, Peer Support Year 1 to 6, "Fun Friends" run by our school SEP, Prep Buddies Program and Weekly Class meetings. These programs are supported by the school's Code of Conduct and Responsible Behaviour Plan.

- Peer Support a program where our Year 6 Leaders are trained work with students across year levels to develop understanding, respect and action to promote a safe environment.
- Playground Buddies Year 6 Leaders who assist with promoting cooperation through play.
- Blue Room a space in the school that provides a haven and support network for high needs students.
- A guest speaker program to provide support to parents to in parenting
- The development and communication of clear guidelines relating to e-safety and the use of social media.
- The school Chaplaincy program provides support to all students, staff and parents.
- The school employs a number of staff who work in various roles and are available to support students in different ways.
- The school follows the mandatory reporting guidelines and liaise with Child Safety, Queensland Police and Government bodies that support the wellbeing of students, staff and families.

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	7	14	17
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

Our school has a proud history as being a leader in this field. In 2013 the school won the Premier's Award for Sustainability in Schools and followed this in 2014 with being awarded a 5 star Environmental rating by the Keep Queensland Beautiful Council.

The school is continuing to investigate alternate energy production programs. Future increased solar generation is a component of the school and community's sustainability focus. The school now has 12kW of solar generation.

The energy consumption below has increased but this is a result of additional building and increased enrolment. Water consumption increased in 2016 due to the increased need to provided water to school ovals in excess of onsite harvesting facilities. The school can harvest up to 340,000 litres of water.

Bulimba is also involved in a waste reduction and streaming program to reduce waste to landfill. Waste reduction at the school commences with the purchasing of environmentally sustainable products. Food waste is used to feed the school chickens, in our composting system or a worm food for our worm farms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	229,308	717
2015-2016	236,131	1,732
2016-2017	253,300	2,087

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

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	60	33	0
Full-time Equivalent	50	20	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	3
Bachelor degree	46
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 \$204,970.00.

The major professional development initiatives are as follows:

- Practitioner Research and the spiral of inquiry for teachers to research their own practice.
- Collegial Coaching
- Mentoring in creative and critical thinking through developing "A Culture of Thinking"
- Mentoring of Digital Technology Skills to enable the delivery of the Digital Technology Curriculum
- Reading to Learn to develop a school wide approach to teaching literacy with a focus on writing.

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	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 2017 for all Queensland Primary schools was 93%.

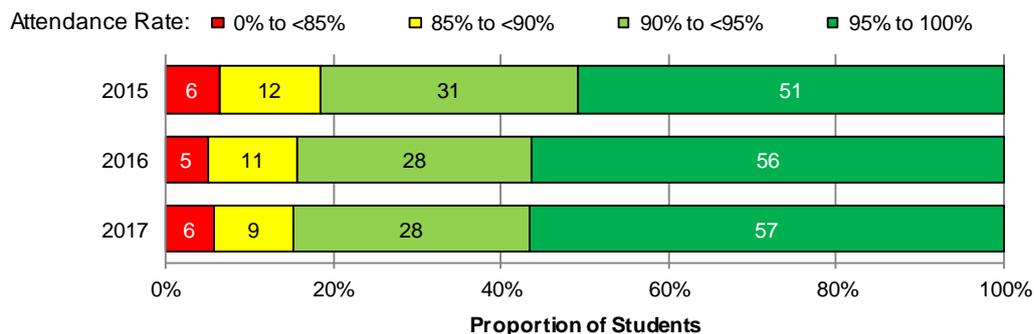
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	94%	94%	94%	94%	94%						
2016	93%	94%	95%	95%	94%	95%	94%						
2017	94%	94%	94%	95%	94%	94%	95%						

*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.

Bulimba State School employs a messaging system that reports unexplained absences daily. After an absence of three consecutive days or regular intermittent absences class teachers or school Deputy Principals contact parents or caregivers to inquire about well-being of the child. Support is offered to families by the school Parent Liaison Officer or Guidance Officer.

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.

Find a school

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 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.