Bulimba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland
Government

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School overview

Bulimba State School, a P to 6 enrolment managed school with 685 students, is in Brisbane. Our school has a true sense of community. Promoting outstanding results in literacy and numeracy will always be a major objective of our school. Our school consistently performs above national means in NAPLAN. Our Student Welfare Assessment Team monitors students needing extra support and those who are recognised as being gifted or talented. Sustainability is a significant part of our whole school philosophy. We see our responsibility to, not only engage our students and community in this area, but to share our many successes with other schools within Queensland, Australia and the world. A 'Culture of Thinking' is used as a way to promote higher-order thinking within our school. Italian continues to be a significant part of our program, providing students with an opportunity to learn a second language, develop an understanding of another culture and improve their abilities in problem solving, language and cultural awareness. We continue to implement a 'Reggio Emilia' inspired approach in our Prep classes and look for opportunities to promote this approach across our school.

School progress towards its goals in 2018

The School Improvement Plan for 2018 is focused 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 is working with teachers to improve learning outcomes for students in Writing. This has been combined with the introduction of Collegial Coaching which 96% of staff have volunteered to participate in.

A program called Reading to Learn continues to form the key strategy in improving 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 has been continued professional learning and the introduction of a Collegial Coaching model. This model continues to promote effective and consistent teaching practices across the school, ensuring consistency of practice and building a common language among teachers for discussing the efficacy of literacy and numeracy practice. This process has also facilitated conversations around data to improve student learning outcomes. For students, the continued process of providing a broad engaging curriculum is a priority.
Italian has been a focus area with establishment of a Sister School relationship with San Filippo IPS in Citta' De Castello. There has been the opportunity for staff to visit this school.

The school will continue its working in Proportional Reasoning, the most used numeracy strategy by adults. Resources are being 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.
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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 has proved successful in supporting 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.visiblethinkingpz.org/VisibleThinking_html_files/05_SchoolWideCultureOfThinking/05a_SWCT.html
Our Digital Classrooms program will continue in 2018 with the continued introduction of coding within the curriculum. The school has started to implement the Australian Curriculum's Digital Technologies Curriculum through planning, mentoring and in class support by our Digital Technologies Mentor. This is on track for full implementation by 2020.
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 have been successful in building and strengthening our partnerships with Tangalooma Eco Marines, Great Barrier Reef Marine Park Authority, United Nations Australia Association and the Stephanie Alexander Kitchen Garden Foundation.

Future outlook

The School Improvement Plan for 2019 will focus on the following key areas:
Engage in local decision making with Parents as Partners through parent liaison and community building.
Improve writing outcomes for all as a priority explicit improvement agenda. In order to do this we have Heads of curriculum for year levels and they are working closely in the classrooms with students. We will also investigate embedding "Reading To Learn" strategies in other key learning areas.
Continue the implementation of a school wide culture of inquiry and deep learning. Provide mentoring and coaching for staff to implement this culture. We are introducing Inquiry within the school planning and KLAs.
We will improve school performance by developing a narrow, sharp focus for the school's explicit improvement agenda that supports classroom teachers to embed collaboratively agreed strategies. (Writing)
 Regularly monitor the implementation of the explicit improvement agenda to ensure consistent practices are occurring in all classrooms and progress towards established targets occurs.
 Embed rigorous processes to discuss student achievement data and strengthen teachers' data literacy to inform teaching and learning.
We look forward to embedding an Inquiry focus which is aligned to the achievement standards within the Australian Curriculum.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	827	850	847
Girls	438	441	433
Boys	389	409	414
Indigenous	12	9	10
Enrolment continuity (Feb. – Nov.)	96%	95%	96%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	26	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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

Chess 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 Classics, A Sound Way, 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 Prep, 1, 2, 3, 4, 5 & 6. Teachers participate in professional learning as teams to further strengthen the implementation process.

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 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. This festival was held again in 2018.

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 2018, Year 6 students lead weekly sessions with students from Year 1-6 around topics such as resilience, speaking up, values and 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.

➢ Chaplain two days a week

➢ Workplace Rehabilitation Officer

➢ Guidance Officer four days 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)	97%	98%	90%
• this is a good school (S2035)	97%	99%	90%
• their child likes being at this school* (S2001)	98%	99%	96%
• their child feels safe at this school* (S2002)	97%	100%	97%
• their child's learning needs are being met at this school* (S2003)	98%	96%	88%
• their child is making good progress at this school* (S2004)	97%	98%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	99%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	98%	88%
• teachers at this school motivate their child to learn* (S2007)	98%	98%	90%
• teachers at this school treat students fairly* (S2008)	97%	96%	90%
• they can talk to their child's teachers about their concerns* (S2009)	98%	99%	94%
• this school works with them to support their child's learning* (S2010)	97%	95%	88%
• this school takes parents' opinions seriously* (S2011)	88%	88%	81%
• student behaviour is well managed at this school* (S2012)	92%	92%	79%
• this school looks for ways to improve* (S2013)	95%	91%	87%
• this school is well maintained* (S2014)	95%	97%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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)	97%	94%	99%
• they like being at their school* (S2036)	95%	92%	93%
• they feel safe at their school* (S2037)	95%	95%	96%
• their teachers motivate them to learn* (S2038)	99%	90%	100%
• their teachers expect them to do their best* (S2039)	100%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	88%	97%
• teachers treat students fairly at their school* (S2041)	95%	84%	92%
• they can talk to their teachers about their concerns* (S2042)	89%	81%	90%
• their school takes students' opinions seriously* (S2043)	90%	86%	96%
• student behaviour is well managed at their school* (S2044)	87%	81%	88%
• their school looks for ways to improve* (S2045)	96%	96%	96%
• their school is well maintained* (S2046)	94%	93%	93%
• their school gives them opportunities to do interesting things* (S2047)	95%	89%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	98%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
• they receive useful feedback about their work at their school (S2071)	88%	81%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	95%	100%
• student behaviour is well managed at their school (S2074)	93%	86%	81%
• staff are well supported at their school (S2075)	97%	93%	90%
• their school takes staff opinions seriously (S2076)	93%	90%	85%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	96%	95%	95%

Percentage of school staff who agree# that:	2016	2017	2018

* 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. The CLO helps to form relationships by having "coffee mornings" each week at the beginning of the school year and then moving them back to once a month as parents get to know each other. We have a dedicated parent room where parents can meet and get support from the CLO.

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.

Respectful relationships education 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.

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, including a dedicated room open at break time for SEP students, the opportunity for children to access the library when they are looking for a quiet space.

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.

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	14	17	19
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Our school has a proud history 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 reduvtion and streaming programto reduce waste to landfill. Waste reduction at the school commences with the purchasing of environmentally friendly products and the provision of bins which strea the waste form the playground.food waste fronm the kitchen is used to feed the school chickens in our composting system or our worm farm.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	236,131	253,300	265,099
Water (kL)	1,732	2,087	3,663

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.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

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

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	59	34	0
Full-time equivalents	51	20	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	1
Masters	7
Graduate Diploma etc.*	2
Bachelor degree	46
Diploma	3
Certificate	0

*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 $21854.00
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 in Inquiry Based units.

- Mentoring of Digital Technology Skills to enable the delivery of the Digital Technology Curriculum

- Study tour to Italy.

- Reading to Learn to develop a school wide approach to teaching literacy with a focus on writing.
- Mandatory staff training.

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.	96%	96%	96%

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	94%	94%	94%
Attendance rate for Indigenous** students at this school	91%	90%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school
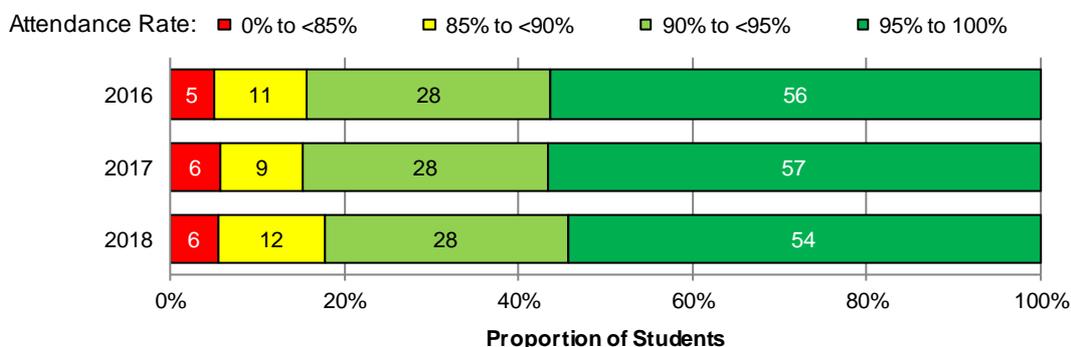
Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	94%	94%	95%
Year 2	95%	94%	94%
Year 3	95%	95%	94%
Year 4	94%	94%	94%
Year 5	95%	94%	94%
Year 6	94%	95%	94%

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

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	5	11	28	56
2017	6	9	28	57
2018	6	12	28	54

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.

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 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

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

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

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.