



Bullyard State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1901, Bullyard is a multi-age, co-educational state school situated 37km west of Bundaberg and 12km from Gin Gin, on the Bucca Road. Our classroom set-up covers all students from Prep to Year 6. Classrooms are composed of a multi-age Prep/Year 1/Year 2/Year 3 class and a multi-age Year 4/Year 5/Year 6 class. Our school implements the Australian Curriculum which has a central focus on high levels of English, Maths and Science. The remaining Australian Curriculum Learning Areas include: Humanities and Social Science; The Arts (including Music); Health & Physical Education; and Technologies which are also delivered across all year levels. Instrumental Music is also offered to students in Years 4-6. LOTE: Japanese is also offered to students in Year 5/6.

The distinctive features within the school include targeted reading groups; a high emphasis on embedding technology into the classroom curriculum; knowing and understanding each student in order to develop optimal techniques to challenge and extend each student in a caring, supportive classroom environment; constructing individualised learning plans to maximise the talents and future opportunities for our students; and mapping, recording and reporting every student's progress against the Achievement Standards, relating to what a student should know and be able to do.

Our school's speech intervention program, managed in conjunction with a visiting speech and language pathologist has seen students' results continue to improve in a range of curriculum areas.

There is a strong sense of community at Bullyard State School and many events and activities are organised to provide a range of opportunities for students and families. Annual excursions to various places provide a range of opportunities and positive learning outcomes for Prep to Year 6 students. Students in year 6 annually attend a cluster based camp in term 4 to assist with their transition to high school.

Bullyard State School has been successful in regularly receiving grant funds for the 'Sporting Schools' program, which has allowed the school to implement a before school sporting program across several terms. This has complemented our existing P.E program and has helped to promote a range of healthy living, physical activity and sports skills. Bullyard operates within the Gin Gin cluster of schools and works closely with other small schools in the area. Sporting carnivals, inter-school sporting events and curriculum based challenges are common within the cluster.

Surveyed parents are satisfied that their children are happy to go to this school and they are satisfied that this school offers their child a good education. All surveyed students are satisfied that they are receiving a good education and that this is a good school. Our 'open-door' and 'open communication' policies encourage parents to actively participate in the school community and work closely with school staff to achieve the best possible outcomes for their child's education.

School progress towards its goals in 2018

In 2018, Bullyard State School set goals and targets to achieve for 2018. A continued focus was placed on developing literacy skills, specifically reading and writing across Prep to Year 6. This was completed in consultation with school staff through the review and development of a whole school approach to:

Reading Strategies – Decoding and Comprehension.

Using Early Start Data to monitor student progress and implement differentiation.

Aligning the English units to the 'Small Schools Curriculum Framework' as supported by the NCR region

Continued work has also been undertaken to ensure the implementation of the subject areas of HASS, Science and Technologies into our classrooms. High expectations were set and shared with students to strive to achieve their best. Analysis of data continued to identify trends and inform teaching and learning. Data helped to identify trends for intervention grouping for support and extension, particularly in the areas of reading and mathematics.

Levelled reading groups continues to be a major approach that Bullyard State School has implemented to support reading, with regular reading analysis occurring to measure student achievement. Bullyard continues to utilise the North Coast Region diagnostic testing for numeracy which involves students undertaking a pre/post test each term to measure movement in areas linked to the curriculum. Teaching and planning was guided by the results from these assessments. We encouraged parents to work closely with classroom teachers to know the school's agenda and to identify targets and goals for their child. We promoted parent's involvement in classroom and learning activities. We continued to have a major emphasis towards student attendance and actively promoted that 'Everyday Counts'. Our PBL (Positive Behaviour for Learning) program has continued to evolve and help track, manage and reinforce positive behaviour expectations across our school.

In 2018, Bullyard State School also undertook extensive upgrades to our student computer network, replacing over 50% of our digital devices. This has allowed students a more efficient, faster and engaging experience when working with ICT's across a range of curriculum areas.

Future outlook

In 2019, Bullyard State School has refined it's approach to focus on the following key areas:

- **Writing**
 - Refine our approach to the teaching of writing across all subject areas, with a focus on building student writing mileage. This includes ensuring we are teaching the writing skills specific to subject areas of English, HASS, Science and Technology.
- **Reading**
 - Refine our approach to the teaching of reading, using the Literacy Continuum as a measure of progress across the curriculum. This includes ensuring we are teaching the reading skills required to access texts in subject areas of English, HASS, Science and Technology.
 - Continue to refine our approach to the teaching of decoding in the early years, moving from a program specific model to a student centred learning approach, supported with the literacy continuum.
 - Continue to provide and resource a targeted speech language program for identified students in conjunction with the DET speech language pathologist.
- **Attendance**
 - Continue to promote attendance as being a pivotal factor in student success to parents, students and community. Provide more 'agentic' student centred learning experiences, which engage students in the curriculum and promote a love of learning amongst students.
- **School and Community Engagement**
 - Use multiple communication channels for parents including newsletters, facebook, SMS and ClassDojo to build community engagement.
 - Promote parent participation in school events and providing opportunities for families to observe student learning and celebrate student achievement.
 - Provisioning transition programs for year six students into high school.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	43	41	41
Girls	20	13	15
Boys	23	28	26
Indigenous	3	2	6
Enrolment continuity (Feb. – Nov.)	87%	78%	95%

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

Bullyard State School is proud to model a highly inclusive school culture, which actively caters for a wide range of demographics within our community. We cater to a number of diverse ethnic and cultural backgrounds and welcome families of multiple religious denominations. We also cater for and support a number of indigenous students, as well as students with disabilities through the support of our local cluster primary school and the visiting Head of Special Education Services. The school has identified leadership positions for our senior students and supports extension programs including RIGA and student council, which gives students an active voice in their school. Family backgrounds vary considerably at Bullyard State School, however many students do come from a very low socio-economic background. As such, the school implements several equity measures to support all students to access the curriculum, including financial allocations to support camps, excursion and extracurricular activities. Enrolment levels are generally consistent at Bullyard, which remains around 40 students per year, however some movement between local schools and school from further afield does occur throughout the year. A small number of our students have English as an additional Language or Dialect.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	24	22	20	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.
Year 4 – Year 6		18	23	

Curriculum delivery

Our approach to curriculum delivery

Bullyard State School offers a learning framework that creates supportive, inclusive offerings to cater for all target groups. Our distinctive curriculum offerings include:

- Whole School Reading, Writing and Spelling program implemented from Prep-Year 6.
- Instrumental Music Specialist Program- (Brass, Woodwind, Percussion): School Band
- A distinctive Music Program offering individualised class programs, grouped into lower and upper year groups, teaching singing and recorder lessons.
- The Health and Physical Education Program provides individualised lessons for lower and upper year groups. Specialising in new skills and skill development, supported by athletic days, interschool sport and swimming.
- Classroom teachers, teacher aides and visiting learning support teachers, support children with special needs.
- Individual curriculum plans have been designed for students identified as requiring support in particular areas through national testing programs and school based assessment tasks.
- Enrichment opportunities are offered for students at the school.
- Incursion programs and Under 8's Days.
- Participation in interschool sports carnivals for a range of sports.
- Fraser/Clarke-Sporting Teams sports days.
- Participation in Gin Gin District Sports events.
- Biennial Incursion Camp for Prep-Year 2.
- Biennial School Camp for Year 3 – Year 6.
- Annual Year 6 camp with other cluster schools to Tallebudgera as part of the transitioning to high school program. School camps were again subsidised by the P&C, Student Council and school body.

Co-curricular activities

- Sporting Schools Program - A federally funded program aimed at getting students to undertake a healthy and active lifestyle while learning new sports skills and developments.
- Learn to Swim Program – students travelled to Bundaberg Swim Academy weekly to attend swimming and safety lessons.
- Religious Instruction - is provided by the local members of the community – available in year 1-6.
- End of year concert and presentation evening.
- Student Council organising fundraising events including school discos, dress up days, tuckshop days.
- Under 8's day
- Gin Gin Show and Bundaberg Show - Students creating work for the school display.
- EKKA contributions.
- Life Education Visit.
- ANZAC Day- School ceremony and Gin Gin community event.
- Year 6 leadership opportunities

How information and communication technologies are used to assist learning

At Bullyard State School computers, laptops and iPads are located within both classrooms. The school is fully wireless enabled and we access a 25MB NBN Fixed Wifi Connection. The use of wireless TV screens as a primary mean of whole class communication allows learning to be shared with students. An interactive whiteboard is also located in the lower classroom and the library. The lower school has a 1:2 ratio of computers / laptops and a 1:3 ratio of iPads for use in the classroom. The upper school has a 1:1 ratio of computers / laptops and a 1:2 ratio of iPads. iPads are MDM (mobile device managed), meaning all devices have a consistent set of applications to support and complement learning and can be updated with new applications easily. Specific online programs that the school has subscribed to include Literacy Planet, Khan Academy, Classdojo and Studyladder. A website consent form is required to be signed by parents for their students to access an individualised account with these services.

Social climate

Overview

Bullyard State School is set in a rural setting with most students living on acreage or farming properties. The school opinion survey highlighted that school-community relations have remained satisfactory with 100% of parents agreeing that their child is getting a good education at this school and that their children like being at this school. We believe these results reflect the expectations, skills, enthusiasm and dedication of staff, students and the support of parents. Bullyard State School has a variety of ways to provide a Supportive School Environment. These include a Responsible Behaviour Plan for Students. This document clearly details how the school manages student behaviour including bullying. It clearly outlines the school's commitment to also involve specialist staff, including Behaviour Management Specialists and Guidance Officers who support teachers, students and staff. Bullyard State School also provides a Chaplaincy service to students which is optional and provides additional social and emotional assistance to students, staff and parents. This service complements other support services in the school. The school P & C and local community support and endorse this service and its operation in the school.

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)	89%	100%	100%
• this is a good school (S2035)	89%	83%	88%
• their child likes being at this school* (S2001)	100%	86%	100%
• their child feels safe at this school* (S2002)	89%	86%	100%
• their child's learning needs are being met at this school* (S2003)	89%	100%	88%
• their child is making good progress at this school* (S2004)	89%	86%	100%
• teachers at this school expect their child to do his or her best* (S2005)	89%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	89%	86%	100%
• teachers at this school treat students fairly* (S2008)	89%	71%	88%
• they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
• this school works with them to support their child's learning* (S2010)	89%	86%	100%
• this school takes parents' opinions seriously* (S2011)	89%	71%	71%
• student behaviour is well managed at this school* (S2012)	89%	86%	88%
• this school looks for ways to improve* (S2013)	100%	100%	75%
• this school is well maintained* (S2014)	100%	100%	88%

* 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%	92%
• they like being at their school* (S2036)	100%	100%	92%
• they feel safe at their school* (S2037)	100%	94%	92%
• their teachers motivate them to learn* (S2038)	100%	100%	92%
• their teachers expect them to do their best* (S2039)	100%	100%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	91%
• teachers treat students fairly at their school* (S2041)	100%	94%	100%
• they can talk to their teachers about their concerns* (S2042)	93%	100%	90%
• their school takes students' opinions seriously* (S2043)	100%	94%	82%
• student behaviour is well managed at their school* (S2044)	73%	94%	70%
• their school looks for ways to improve* (S2045)	93%	94%	100%
• their school is well maintained* (S2046)	100%	100%	91%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	92%

* 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%	91%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	91%
• staff are well supported at their school (S2075)	100%	100%	91%
• 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

Bullyard State School encourages active involvement in the school community by undertaking the following:

- Fortnightly Newsletters.
- Monthly P&C Meetings.
- Use of the School Sign with updated information regularly.
- Semester reports.
- Parent/ Teacher interviews each semester or as required.
- Professional Development opportunities for parents – Ready Reading
- Parent volunteers.
- Before school board games.
- School Vegetable Garden
- Use of the school facilities for community activities.
- Tuckshop
- Use of Facebook/School Website/SMS

Respectful relationships education programs

The school has developed and implemented a behaviour program that focus on appropriate, respectful and healthy relationships. We run a “Rule of the fortnight at parade which offers discussion time around any current issues. Students are encouraged to actively participate in this program as it directly reflects the standards we set at school. Our school values are: • Respect • Responsibility • Safety • Leaner

To follow these values is “The Bullyard Beetle Way”. This is actively promoted each and every day at school. Teachers reinforce these expectations through year level aligned lessons focusing on appropriate, respectful, equitable and healthy relationships.

Classroom teachers also teach and assess against the curriculum area of Health, which expands students understanding of positive social interactions.

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	0	4	6
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

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. In 2010, Bullyard State School was successful in receiving a Solar Schools Grant to arrange for Solar Panels to be installed to help in the reduction of the school's environmental footprint. The school currently has 8.55 Kw of solar panels installed which in turn is providing the school with a reduced electricity account. Bullyard utilises several water tanks to provide drinking water and water supply to our toilet system. During period of low rainfall, non-drinking water is taken from a bore pump located on site. This water is also used around the school for irrigation of gardens and the oval areas, however is not metered.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	23,599	28,887	24,984
Water (kL)	N/A	N/A	N/A

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, 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.

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

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	4	4	0
Full-time equivalents	3	2	0

*Teaching staff includes School Leaders.

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

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	4
Diploma	
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 \$11326. Of this funding, \$7650 was allocated to support teacher release to attend professional development.

The major professional development initiatives are as follows:

- Principal Business Meetings
- Australian Curriculum Development – Curriculum Roadshows
- Coaching and Mentoring / Performance Plans / Annual Development Plans
- Pre and Post Moderation within Cluster.
- State-Wide Principal's Conference
- Mandatory Training Requirements including student protection and code of conduct.
- Positive Behaviour for Learning (PBL) – Managing Actual and Potential Aggression
- First Aid, CPR, Asthma and Anaphylaxis
- Workplace Health and Safety
- QLD Tech School Implementation
- NCR Principal Induction Program
- AEDC – Australian Early Development Census Professional Development.

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.	95%	97%	97%

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	95%	95%	94%
Attendance rate for Indigenous** students at this school	DW	89%	93%

* 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

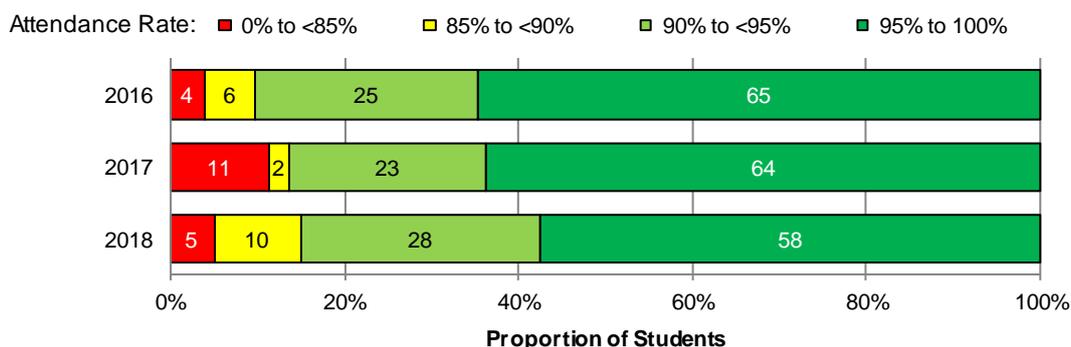
Year level	2016	2017	2018
Prep	97%	98%	92%
Year 1	94%	99%	DW
Year 2	96%	95%	98%
Year 3	96%	95%	93%
Year 4	97%	97%	96%
Year 5	92%	89%	94%
Year 6	97%	96%	94%

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



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. At Bullyard State School we strongly believe that 'Every Day Counts' – regular attendance at school is encouraged. Every Day Counts is a state wide initiative addressing the issue of student attendance at school.

The school attendance rates are advertised on parade and in the newsletter. Roll Marking Procedures at Bullyard State School are as follows:

- The school produces lists of enrolled students in class groupings in hard copy and allocates this to all classroom teachers for their records.
- Rolls are marked electronically (OneSchool) using the appropriate codes at the beginning of the school day and prior to the beginning of the afternoon session.
- Information collected in relations to absences via phone is entered into the Student Management System by the Administration Officer or teacher.
- Same day student absence notification is via a SMS each morning when required.
- Teachers are to alert the Principal or delegate when a student's absence is unexplained for more than 3 consecutive days. The Principal or delegate then makes contact with the Parent in regards to the absence.
- Absentee procedures and communication processes for parents to use are discussed during student enrolment and made public at the beginning of the school year through newsletters.
- When a student is absent or plans to be absent for more than 10 consecutive school days the parent negotiates with the Principal to make an alteration to a student's educational program. • The school implements procedures documented in Enforcement of Compulsory Schooling and Compulsory Participation should the school become aware of a student being absent from school for more than 10 days without a satisfactory reason.

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
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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.

Conclusion

Our mission at Bullyard State School is to provide a supportive school environment in which children can feel happy and safe, allowing them to develop academically, socially, emotionally and physically. We follow our school values of:

- Respectful
- Responsibility
- Safety
- Learner

This is known as 'The Bullyard Beetle Way'. Together as a community, we strive to uphold our values and inspire others with our willingness to do so. Thank you for taking the time to read our Annual School Report. Copies of this report will be available on the school website or additional hard copies can be requested from the principal.



Yours in Education,
 Alex Price
 Acting Principal
 Bullyard State School