Bucasia State School
Queensland State School Reporting
2014 School Annual Report

Postal address	PO Box 59 Rural View 4740
Phone	(07) 4969 7888
Fax	(07) 4969 7800
Email	the.principal@bucasiass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Belinda Eckford/Rebekkah Pollard

Principal's foreword

Introduction

Bucasia State School is located in the Northern Beaches area of the Mackay district approximately 16km from the city centre. The school is situated among picturesque and well landscaped gardens and grounds. School enrolments are growing as the Northern Beaches area expands. In 2014 the schools in the Northern Beaches area became enrolment managed.

Our school community prides itself on the qualities and characteristics that make this school a unique and vibrant place to be a part of: community & school spirit, academic, cultural, and sporting excellence; caring and committed staff and a positive innovative learning environment are all valued elements of our school. Our school motto 'Oceans of Success – Live and Learn' encapsulates our belief that student learning and success is our core business with literacy and numeracy being our focus to ensure 'Oceans of Success' for students.

This school annual report will give details of our core business – teaching and learning and the manner in which the school is conducted, what we offer the school community the profile of our staff and the performance of our students.

A copy of the school annual report is available from the school office upon request.

School progress towards its goals in 2014

The priorities for the Annual Implementation Plan for 2014 for our school were:

- Core Priority – Numeracy
- Spelling
- Productive partnerships with school community stakeholders
- High quality teaching practices
- Australian Curriculum implementation
- Core Priority - Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students

The Australian Curriculum was implemented in English, mathematics, science, history and geography according to Education Queensland's Curriculum Into the Classroom (C2C) with a particular focus on reading, spelling and numeracy. There was improvement with NAPLAN results in numeracy overall due to a focus on mental maths, number study and problem solving.

Reading, spelling and numeracy were high on the agenda at Bucasia with a continuation of benchmark testing and NAPLAN analysis to identify class requirements over 12 months. The data was used to inform future planning and teaching of individual students to ensure a continuous learning experience for them and to inform parents who work in partnership with the school and their child to achieve individual learning goals. One of the very positive results of this was over 40% or year 5 students were in the upper two bands in NAPLAN testing – which means they were achieving above their year level.

Closing the Gap – There was a huge focus in 2014 on ensuring students were at school and learning. Children were consistently checked for attendance and health as well as accessing additional assistance via teachers and teacher aides in particular literacy and numeracy programs. These focussed on basic skill such as sight words, early reading and numeracy.

Developing teacher performance to produce excellent results for students was a high priority with teachers actively involved with refining their teaching skills in explicit instruction using John Fleming's research as a basis (Explicit Instruction, Warm Ups & The Reading Hierarchy).

School & community partnerships and perceptions including involvement with (Outside School Hours Care), Under 8's as a community project & Northern Beaches Network Group. The cornerstone of this was our very effective P & C group.

All of these priorities are ongoing in 2015 as the school seeks to refine its practice and improve student learning.

Implementation of School Wide Positive Behaviour Support to ensure community, staff and students are 'on the same page' and student learning can be enhanced.

Embed 'Oceans of Success' throughout the school with our school motto of 'Living Together, Learning Together'.

Future outlook

- Core Priority – Numeracy
- Writing
- Reading
- Productive partnerships with school community stakeholders
- High quality teaching practices
- Australian Curriculum implementation
- Core Priority – Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Prep Year - Year 6**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	315	147	168	88%
2013	295	137	158	88%
2014	329	153	176	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Bucasia and the Northern Beaches in Mackay is a popular area for families to settle. Because of that, there is a large number of families living permanently in the area as well as a transient population. Within the last 12 months the transience of the population has increased slightly as has our school population. Some of the families have work associated with the mines and others work within the city area. Therefore, there is a very mixed socio economic community. In addition we have a small indigenous population and a small group of children for whom English is a second language.

Our school is a growing school with enrolments increasing each year. Because of the size of our school, we have some multi-age classes and focus strongly on developing community within the school and its surrounds. We have a special education unit (Cumberland Learning Centre) attached to the school and this is a very important aspect of the school community as children learn to live with individual differences and to cater for them and adapt to them in their everyday life.

Bucasia State School's NAPLAN data has steadily improved over the past few years so that in virtually every area students meet or exceed the nation's standard. Areas of concern are Year 3 writing and spelling where all students met the national minimum standards however, did not reach the average when compared with the nation and we also had less students in the upper 2 bands (achieving either 1 or 2 years above their year level) in spelling.

In Year 5 all students in the group, met or exceeded the nation's performance in all areas.
Our data reflects that all students in this school in Year 3 & 5 met or exceeded the national minimum standards in all NAPLAN areas.

⌘ [1]

		Mean Scale Score (MS					
		This School					
		2008	2011	2012	2013	2014	2008-14
Year 3	R	340.3	388.3	387.2	380.2	405.3	
	W*	386.0	403.5	408.1	390.5	376.7	
	S	350.5	388.3	396.9	376.1	381.7	
	GP	316.2	423.1	381.4	395.9	421.2	
	N	335.8	379.0	347.2	370.3	386.4	
Year 5	R	457.0	435.7	473.0	516.5	482.6	
	W*	437.7	433.9	447.3	477.1	467.9	
	S	444.9	412.3	463.2	484.5	482.2	
	GP	474.4	422.2	441.0	494.2	482.2	
	N	443.1	432.4	442.2	491.1	479.3	

⌘ [2]

		% Upper Two Bands (U					
		This School					
		2008	2011	2012	2013	2014	2008-14
Year 3	R	16.2	30.6	31.7	17.2	44.9	
	W*	27.0	41.7	37.5	37.9	26.5	
	S	16.2	33.3	29.3	32.8	26.5	
	GP	8.1	52.8	26.8	37.9	46.9	
	N	5.4	19.4	9.8	15.5	29.8	
Year 5	R	20.6	12.1	30.4	41.2	26.1	
	W*	14.7	5.9	4.2	17.6	17.4	
	S	14.7	2.9	16.7	26.5	39.1	
	GP	23.5	5.9	12.5	23.5	28.3	
	N	8.8	3.0	8.3	20.6	14.9	

⌘ [3]

		% At or Above National Minimum Standa					
		This School					
		2008	2011	2012	2013	2014	2008-14
Year 3	R	78.4	91.7	95.1	94.8	89.8	
	W*	83.8	100.0	100.0	94.8	93.9	
	S	83.8	91.7	100.0	86.2	91.8	
	GP	78.4	100.0	92.7	91.4	95.9	
	N	78.4	94.4	95.1	96.6	100.0	
Year 5	R	85.3	78.8	87.0	100.0	93.5	
	W*	82.4	85.3	83.3	91.2	87.0	
	S	82.4	76.5	83.3	94.1	87.0	
	GP	91.2	73.5	79.2	97.1	91.3	
	N	88.2	84.8	83.3	94.1	95.7	

There was some very good teaching within all year levels, student engagement and parent commitment to individual student attainment to achieve these results which show very strong growth and improvement from Year 3 to Year 5. The school's strong commitment to literacy, numeracy and social climate (how the children live and learn within the school) underpin student success and continued improvement. 2015 will be a year where there is a strong spelling and writing focus to address any shortcomings in teaching.

Queensland
Government

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	19	22	21
Year 4 – Year 7 Primary	21	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	6	16
Long Suspensions - 6 to 20 days	0	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The School's Vision is: "Oceans of Success – Living Together: Learning Together"

The successes we are looking for are expressed in the qualities of a lifelong learner. It is therefore a Curriculum for Life. The qualities of a lifelong learner, while future focussed, are embedded in the everyday lives of our students.

Through the implementation of the school curriculum plan we ensure that the planned learning experiences and assessment tasks enable our students and teachers to achieve "Oceans of Success".
At present, as with all Queensland schools, Bucasia is engaging with the National Curriculum in English, mathematics, science, geography and history.

Our other curriculum areas are based on Integrated Units formed from the Essential Learnings in the Education Queensland Curriculum. They are organised according to Health & Lifestyle (I am a healthy and informed citizen), Communication & Technology (I am a creative citizen), Cultures & Community (I am an informed and democratic citizen) and Investigating our World (I am an informed eco-citizen).

In 2014 the school undertook as its core teaching pedagogy, explicit instruction which focuses on explicitly teaching students the skills they need to access literacy and numeracy. Each skill is broken down into its components and these are taught to students following a particular formula (I do (teacher models), we do (teacher checks for understanding) and you do (children demonstrate learning). In addition to this, all children participate in 'warm ups' where teachers focus on transferring learning from short to long term memory.

Extra curricula activities

- Instrumental Music
- Arts focus
- National Academic Competitions – Maths, English, Science, Writing, Spelling.
- ICT (Technology / computer based skills) integrated throughout all subject offerings.
- School Choirs.
- Student excursions and camps – Kinchant Dam for years 3 & 4 and Kroombit Park for years 5 & 6
- Student Council – supporting the school, community, Australia and international Aid.
- Eisteddfod
- Music camps
- Optiminds
- Whitsunday Voices
- Unify – Critical Thinking and Marine Science
- Interschool Sport

How Information and Communication Technologies are used to assist learning

Computers are available in each classroom, all of which were connected to the network. All general learning areas have wireless access for ipads and laptops. In addition there is a computer lab for the whole class situated in the library. Classes are booked in for weekly lessons. There are interactive whiteboards, projectors or interactive touch screens in each classroom that are used to engage students and use the ICT resources that are available for maximum learning. Students use computers and other devices such as ipads as tools to develop language and literacy skills as well as to enhance learning in numeracy. This is through the use of specific software and items such as learning objects. The school subscribes to Mathletics & RAZ Kids so that learning is accessible from home and the classroom. Many of the teachers have websites, Edstudios and learning place sites that students can access while at home so the classroom is beginning to be seen as 'without walls'. Lessons are designed to enhance student's learning and to stimulate further investigations in subjects.

There are ipads available in all of the classrooms in small class sets, where students access 'apps' to enhance learning on an individual and group basis. Mathletics and RazKids are available on the ipads. All teaching staff access quality online teaching resources provided through C2C to enhance their curriculum delivery.

All teaching blocks are connected to the internet and now have a minimum of 6 computers in each double teaching area.

Social Climate

Our school acknowledges the importance of positive relationships and communication between all stakeholders. We also value the recognition of positive social behaviours and endeavour to do this in the following ways:

- Weekly "Student of the Week" Class awards presented on Parade.
- "Good Ones" awarded for being 'caught' practising our S.T.A.R. (**S**afety, **T**eamwork, **A**ttitude & **R**espect) rules.

- Additional recognition for those who achieve the expected standard of behaviour is available in the form of behaviour awards that are celebrated at the end of each term and at our final celebration night.
- The Social Justice committee meets fortnightly to ensure we are catering for student welfare and special needs. Particular attention is paid to students with particular learning needs in every area. This also includes extended learning challenges and the social development of all students via class camps and targeted social skills programs.
- Our School Responsible Behaviour Plan reflects the changes in society, particularly in regard to internet safety and cyber bullying.
- The School Chaplaincy service to support Student and Parent Social Needs was embedded within our school. This operates on two days a week with a lunchtime club to support values learning.
- Bucasia State School has a strong commitment to promoting a safe school environment and actively engages with anti-bullying strategies on all levels including bystanders, cyberbullying and victimology. It accesses the support of local police programs that focus on student, staff and parent education to assist with this.
- Our school focuses on School Wide Positive Behaviour and meets regularly to review data collected regarding student behaviour and to sharpen the focus on teaching skills in the areas identified. These skills are taught weekly and advertised via the newsletter, on parade and actively taught in the classrooms.
- 96% of parents and 93% of students feel safe at school. There are similar percentages of students (and parents who agree) who are happy to go to this school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	86%	92%	88%
this is a good school (S2035)	90%	88%	80%
their child likes being at this school* (S2001)	97%	96%	88%
their child feels safe at this school* (S2002)	90%	96%	88%
their child's learning needs are being met at this school* (S2003)	80%	85%	80%
their child is making good progress at this school* (S2004)	84%	88%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	88%	88%
teachers at this school motivate their child to learn* (S2007)	87%	85%	84%
teachers at this school treat students fairly* (S2008)	90%	92%	80%
they can talk to their child's teachers about their concerns* (S2009)	97%	88%	88%
this school works with them to support their child's learning* (S2010)	87%	88%	76%
this school takes parents' opinions seriously* (S2011)	86%	76%	68%
student behaviour is well managed at this school* (S2012)	84%	88%	71%
this school looks for ways to improve* (S2013)	90%	81%	80%
this school is well maintained* (S2014)	87%	100%	100%

Performance measure			

Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	100%	98%
they like being at their school* (S2036)	88%	91%	97%
they feel safe at their school* (S2037)	98%	93%	96%
their teachers motivate them to learn* (S2038)	94%	96%	94%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	95%	92%
teachers treat students fairly at their school* (S2041)	90%	96%	95%
they can talk to their teachers about their concerns* (S2042)	83%	91%	85%
their school takes students' opinions seriously* (S2043)	85%	98%	86%
student behaviour is well managed at their school* (S2044)	83%	95%	88%
their school looks for ways to improve* (S2045)	93%	98%	97%
their school is well maintained* (S2046)	90%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	83%	93%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		80%	81%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	95%
student behaviour is well managed at their school (S2074)		92%	95%
staff are well supported at their school (S2075)		84%	76%
their school takes staff opinions seriously (S2076)		83%	89%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	95%
their school gives them opportunities to do interesting things (S2079)		96%	90%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Bucasia State School we pride ourselves on being a school that offers the parent community maximum involvement. We have a strong and vibrant P & C who are focused on providing the best educational experience possible for all the students at the school. We are supported by and actively support the local community in a range of ways including, excursions, performances, individual and group, and student fund raising for and with the local community.

We have:
- Many parents volunteering in classrooms throughout the school
- Parents undergoing teacher aide training at the school
- Special class events promoting student work with a parent/family audience.
- Parent assistance and involvement in school community events eg Optiminds,
- Preparation and attendance at school camps.
- Informal and formal parent / teacher interviews.
- Volunteer Parent / family helpers in classrooms.
- Education Week activities, displays and performances
- Parade presentations of children's learning achievements
- School camping
- School based discos

Reducing the school's environmental footprint

During 2014 we were more vigilant with the usage of air-conditioning during term 2 and 3. Year 4 students undertake an annual recycling project as part of their curriculum. Admin offers mobile phone recycling as well as toner recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	146,572	17,617
2012-2013	151,125	1,172
2013-2014	131,660	1,260

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.
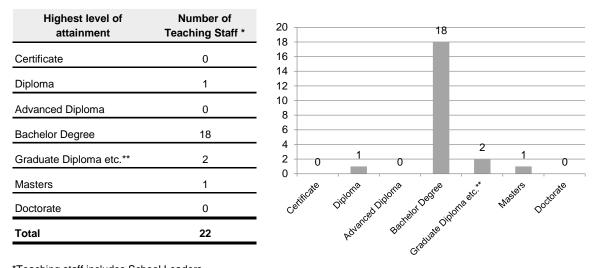
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	15	<5
Full-time equivalents	19	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
Total	**22**

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $31 046.91
The major professional development initiatives are as follows:

- Reciprocal Teaching – teachers observing teachers for professional learning and collegial coaching
- Pedagogical Coach working with teachers to enhance pedagogy
- Cyber Café – Using ICT's for learning and digital pedagogies
- Explicit Teaching – Engaging with John Fleming's research as a key method of instruction
- Professional development with John Fleming

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

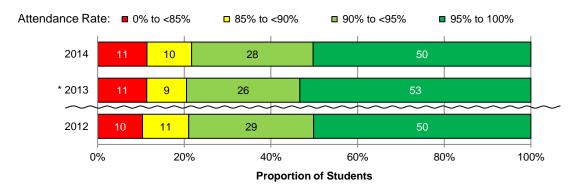The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)											
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

Year							
2012	92%	94%	92%	94%	94%	95%	92%
2013	94%	92%	94%	94%	92%	94%	
2014	92%	93%	93%	94%	93%	94%	

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At this school rolls are marked in the morning and afternoon so that utmost accuracy is maintained. Parents are required to supply a reason for student absence and if children are absent for a couple of days without reason, the school will contact the parents via a phone call. If this situation persists the school will initiate a series of formal letters with a view to resolving the issue. This forms part of our legal duty of care.

Parents of children who have unexplained absences are contacted by phone and letter.
The importance of regular school attendance is regularly advertised and commented upon. Children are encouraged and rewarded for attending school regularly.

100% attendance is rewarded with prizes each term and these are highly sought after!

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       SEARCH

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There is a gap between the achievement of non-indigenous and indigenous students at this school. The school has focussed on attendance with conscientious and consistent attention to students' attendance rates with a view to improving student learning outcomes. This has generally been received well by our supportive indigenous community; however indigenous student attendance rates are slightly lower than that of the non-indigenous population. This is particularly true of students in particular families.

In all years, indigenous students generally performed at a lower level than the non-indigenous students according to NAPLAN testing. Additional support in various areas has been introduced, including the addition of an additional teacher aide who provides extra resources to support student learning.

The school focus on embedding indigenous perspectives into the curriculum and celebrating the diversity of cultures in our school has resulted in a very supportive indigenous community who work in partnership with us to achieve 'Oceans of Success' for all.

Queensland
Government