

# Baralaba State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This report contains information on the progress towards the attainment of our key strategic priorities for 2015 and the priorities that have been developed for our explicit improvement agenda for 2016. Student attendance, behaviour, retention and attainment data is included as well as curricular and extra-curricular offerings at the school. Information on our school community including staff, parents and students and their opinions of our school are also included within the report. This report will be found on the [School Website](#) and if required, printed copies are available from the Office.

### School progress towards its goals in 2015

2015 Priorities	Progress	Status
Explicit Improvement Agenda to target writing	<p>Writing embedded within all curriculum areas</p> <p>Five weekly on demands sustained writing analysed with NAPLAN writing matrix,</p> <p>Teaching staff professional development on evidence based writing improvement strategies</p> <p>BSS Writing Placemat modified and embedded.</p>	Ongoing
Develop capacity of staff to ensure continual improvement focusing on APDP goals, coaching and feedback.	<p>APDP's have been developed for all teaching staff.</p> <p>Master Teacher/Head of Curriculum position developed for semester two undertaking curriculum support and targeted coaching and feedback for Explicit Instruction lesson sequence.</p>	Ongoing

	Teachers collegially observing lessons and targeting feedback for individual goals.	
Increase attendance levels of all students by implementation of Baralaba State School Attendance Policy.	Attendance Data 2010 – 77.4% 2011 – 83.7% 2012 – 82.9% 2013 – 86.1% 2014 – 85.4% 2015 – 86.4%	Ongoing
Continued implementation of “SWPBS” and “You Can Do IT” programs embedded within all classrooms.	To continue the strong social and emotional wellbeing programs within our school.  Chaplain in Term 4 and commenced informal implementation of the ‘Shine’ Program.	Ongoing

### Future outlook

The Baralaba School staff are continuing work to:

1. Embed effective processes to support the improvement of writing across all curriculum areas and cohorts with >85% attaining greater than average student relative gain.
2. increase the average attendance of Baralaba students to >88% and reduce the percentage of students attending school < 85% at the time to <30%.
3. increase the capacity of teaching staff to effectively teach; within the Australian Curriculum and literacy and numeracy to support the growth of all students across all subject areas, targeting writing improvement.
4. increase the capacity of all teachers to effectively implement explicit instruction within their daily pedagogical practice through modelling, coaching and effective and timely feedback,

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 10

**Student enrolments for this school:**

Total	Girls	Boys	Indigenous	Enrolment Continuity
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(Feb – Nov)					
2013	104	42	62	48	85%
2014	106	42	64	56	78%
2015	103	50	53	57	77%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/early-childhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Baralaba State School has approximately 57% of students enrolled who are of Indigenous Background. Most of these students reside in the community of Woorabinda and travel the 35km to school by bus or private transport. School community families source their incomes from rural and mining industries, small business and Government Organisations.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	12	12	14
Year 4 – Year 7 Primary	18	19	11
Year 7 Secondary – Year 10			12

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	20	19
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### Curriculum delivery

#### Our approach to curriculum delivery

- Curriculum is delivered in line with the Australian Curriculum whilst implementing the requirements of the P-12 Curriculum, Assessment and Reporting Guidelines.

- C2C units are adapted to suit the context and expectations of our school however, the C2C assessment tasks are administered without adjustment.
- In 2015 the subjects of Business and Economics and Civics and Citizenship were implemented.

### Extra curricula activities

- School Camp to Camp Fairbairn in Emerald for students in Years 4-10.
- QLD Reds Future Indigenous Leaders Program for students Years 6 to 9.
- Limitless: Informed risk taking program for students in Year 9 & 10.
- Shine: Confidence and personal development program for girls in Years 6 & 7.
- Regional Shield for students in Years 5 & 6.
- Rugby 7's Competitions for boys Years 4 to 8.
- AFL Competition for students in Years 4 to 7.

### How Information and Communication Technologies are used to improve learning

As per the Baralaba Whole School Curriculum Plan, ICT's were explicitly taught to Years P-6 for 60min per week throughout Semester 1. ICT's are embedded within relevant areas of the curriculum in all years. Thirty Ipad's are utilised to support the curriculum in the Prep to Year 6 classrooms and students in Years 7-10 have continuous access to laptops on a 1:1 basis. Desktop computers are in all classrooms and the school boasts a 22 unit computer lab. All classrooms have an Interactive Whiteboard to support teaching and learning.

### Social Climate

The school has a positive school culture with students working together with staff to enhance their social and emotional wellbeing. The School Wide Positive Behaviour program is embedded and is being implemented in all classrooms. Our Chaplain plays a significant role in implementing wellbeing programs across the school targeting specific groups. In 2015 the 'Shine' program focused on the social and emotional development of girls in Years 6 and 7 through 10 weekly personal development activities culminating in a Graduation ceremony and dinner hosted by the Chaplain. In its third year, the 'Limitless' program was again a great success. This program supported 'At Risk' teenagers to make informed risk taking decisions and worked together to develop a cohesive group of teenagers based on trust and challenge. In Semester Two this year, the Guidance Officer introduced the Complex Case Management Process to support individual students, their social and emotional wellbeing at school which in turn enhanced engagement, attendance and achievement.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	89%	97%	91%
this is a good school (S2035)	90%	93%	82%
their child likes being at this school (S2001)	80%	93%	100%
their child feels safe at this school (S2002)	87%	90%	100%
their child's learning needs are being met at this school (S2003)	86%	93%	91%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is making good progress at this school (S2004)	90%	100%	91%
teachers at this school expect their child to do his or her best (S2005)	90%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	97%	82%
teachers at this school motivate their child to learn (S2007)	89%	100%	100%
teachers at this school treat students fairly (S2008)	83%	89%	82%
they can talk to their child's teachers about their concerns (S2009)	93%	97%	91%
this school works with them to support their child's learning (S2010)	89%	93%	100%
this school takes parents' opinions seriously (S2011)	83%	85%	73%
student behaviour is well managed at this school (S2012)	79%	82%	64%
this school looks for ways to improve (S2013)	89%	100%	91%
this school is well maintained (S2014)	93%	96%	91%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	82%	93%	92%
they like being at their school (S2036)	85%	89%	87%
they feel safe at their school (S2037)	91%	87%	90%
their teachers motivate them to learn (S2038)	97%	96%	100%
their teachers expect them to do their best (S2039)	91%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	91%	96%	100%
teachers treat students fairly at their school (S2041)	82%	80%	87%
they can talk to their teachers about their concerns (S2042)	82%	84%	87%
their school takes students' opinions seriously (S2043)	91%	83%	87%
student behaviour is well managed at their school (S2044)	65%	80%	74%
their school looks for ways to improve (S2045)	88%	98%	95%
their school is well maintained (S2046)	88%	84%	87%
their school gives them opportunities to do interesting things (S2047)	82%	93%	95%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	100%	100%
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)	77%	92%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	86%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	77%	79%	82%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	64%	88%	68%
staff are well supported at their school (S2075)	77%	96%	95%
their school takes staff opinions seriously (S2076)	77%	96%	95%
their school looks for ways to improve (S2077)	91%	96%	100%
their school is well maintained (S2078)	73%	100%	95%
their school gives them opportunities to do interesting things (S2079)	68%	96%	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

### Parent and Community Engagement

Parents are supported in various ways to be involved in their child's education at Baralaba State School. These include:

- Fortnightly Local Link – newsletter
- Facebook Page
- Letters home as required
- Parent Teacher Interviews
- Parents encouraged to meet with teachers as required
- Regular 'Good News' phone calls
- Parent information sessions i.e. SET Planning Information Afternoons
- Invitations to curricular and extra curricular events throughout the year
- Twice term visits to Woorabinda Community by Principal and Teachers
- Monthly PnC meetings
- Baralaba State School Website
- Case management meetings and regular communication for students with diverse learning needs

### Reducing the school's environmental footprint

It became apparent that it was imperative that both electricity and water usage needed to be reviewed and reduction strategies put in place for 2014-2015. Air conditioners were turned off at the switchboard for terms 2 and 3, the raw water system installed and a review of the 2014 irrigation usage was implemented. These strategies have significantly reduced the environmental footprint of our school last year and will continue moving forward.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	93,187	12,445
2013-2014	111,897	24,985
2014-2015	95,431	16,407

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

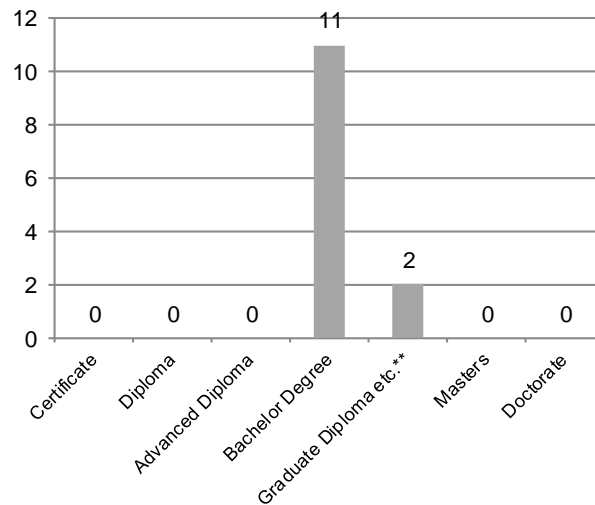
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	13	0
Full-time equivalents	11	8	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.**	2
Masters	0
Doctorate	0
<b>Total</b>	<b>13</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$20246.00.

The major professional development initiatives are as follows:

- Collegial observations and feedback
- Moderation both C2C and Writing
- Mentoring
- SWPB's and YCDI support
- Explicit Instruction peer development
- C2C planning sessions
- Literacy and Numeracy differentiation sessions
- Data analysis development

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

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

From the end of the previous school year, 45% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

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

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

### Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	84%	85%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.



**Student attendance rate for each year level (shown as a percentage)**

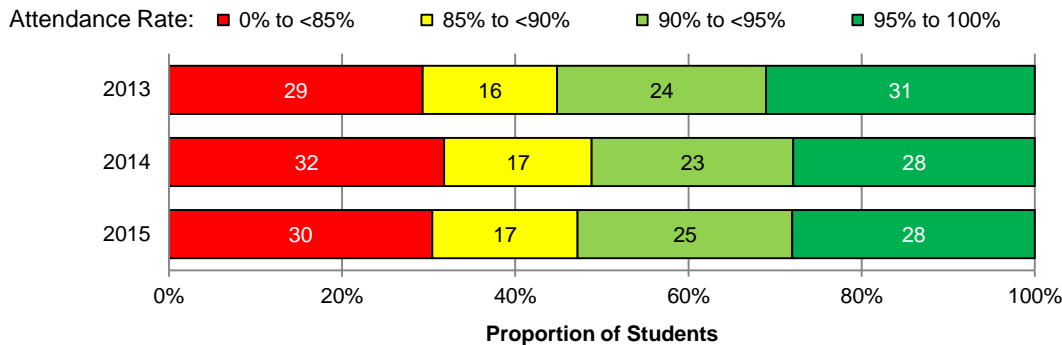
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	88%	86%	90%	90%	91%	85%	94%	77%	91%	73%		
2014	87%	87%	88%	90%	91%	81%	88%	88%	88%	79%	89%		
2015	89%	89%	93%	89%	91%	92%	92%	86%	84%	83%	80%		

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.



**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Increasing the attendance of all students is a key priority for improvement at Baralaba State School. The roll is marked twice daily by the classroom teachers using OneSchool and daily non-attendance explanations are entered into OneSchool daily by an Administration Officer. Parents are contacted on the second day of unexplained non-attendance to determine if school staff can support attendance at school the next day. If contact is unable to be made with the parent through school or Woorabinda Red Cross staff and a student has been absent for three consecutive days, an 'unexplained absence letter' is generated out of OneSchool and sent home.

Increased attendance by individuals and class cohorts is rewarded with 'Attendance Rewards Parties' and recognition on parade and in the Local Link. Informing parents of attendance rates and expectations is a priority both in parent forum sessions and through the 'Local Link'. The Week 10 raffle initiative was introduced this year to encourage students to attend school in this historically low attendance week.

## 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who leave Baralaba Junior Secondary typically transition to Boarding Schools throughout Queensland. In 2015, some students transitioned from Baralaba Year 10 to Agriculture Colleges in Central Queensland. 100 percent of students who completed Year 10 transitioned to further education for 2016.