



Baralaba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Baralaba State School is a thriving and energetic school for Prep to Year 10 students. The school's vision of 'Every student is a successful learner' is realised and actioned through our motto of 'Success by Effort'. The school places significant value on ensuring all students reach their full potential through quality learning experiences in a supportive whole school environment. Baralaba SS provides proactive programs like the Indigenous Education Support Structures Pilot to improve Indigenous student outcomes. The 'You Can Do It' values program allows us to provide a whole-school approach through focused learning of the 'Five Keys to Success'. Our sporting program has enabled representation at both district and regional levels in a variety of sports. As a Prep to Year 10 school, we are able to offer quality specialist lessons in a variety of curriculum areas in both the primary and secondary school, and where appropriate, individualised learning programs. As a small rural school our facilities are extensive, including specialised rooms for Home Economics, Manual Arts and Visual Art and a pool.

Principal's Foreward

Throughout 2016 Baralaba State School (P-10) continued to make significant improvements in the school's overall performance, positive school culture and individual student outcomes. As a school community we are committed to helping every individual student achieve their personal goals for learning as they prepare for their futures. We have high expectations of students' behaviour and a commitment to learning.

Our curriculum across the school offers a broad range of opportunities for students to prepare for their futures. Our curriculum and assessment program ensures that students receive their curriculum entitlement to the Australian Curriculum. At Baralaba SS we believe that strong, positive relationships form the foundation of an environment focussed on learning.

Introduction

This report contains information on the progress towards the attainment of our key strategic priorities for 2016 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 2016

Baralaba SS continued to make progress towards its goals as outlined in the Annual Implementation Plan while providing a caring and supportive school environment.

The school's improvement agenda had a direct focus on:

- **Writing** by implementing Phase 1 of our Writing Plan (common literacy block activities and implementation of the Spelling Mastery program)
- **Improving staff capacity** in the implementation of Explicit Instruction (EI) pedagogical process
- **Increasing student attendance levels**
- **Implementation of PBL and You Can Do it programs** within all classrooms.

The focus of these areas will continue in 2017 as we gain traction in student outcomes.

Future Outlook

In 2017 Baralaba SS continues on its pathway of improvement. 2017 has begun with a strong and deliberate focus on **building teacher capacity and capability**. This support and training to equip our staff to improve student outcomes has been done through the implementation of a mentoring and coaching process by the Head of Curriculum. This mentoring and coaching process for teachers includes curriculum planning meetings, collaborative development of differentiation strategies for students, classroom observations and targeted feedback. The HOC has also modelled lessons on EI instruction as well as organised opportunities for classroom teachers to watch others work in our classrooms and at other local schools.

In 2017, the school will refine its systems and processes for teaching staff to access and utilise data to inform their planning and instruction, provide feedback to students and to apply timely student interventions. A **collaborative inquiry process**, using diagnostic literacy data, will be introduced to teachers so that effective tracking of student progress in the Literacy Continuum can occur. This collaborative inquiry process will provide a structured support mechanism for **the implementation of Phase 2 of the school's Writing Plan** (structured, whole school feedback processes on student writing).

In 2017, the injection of significant funds via a Smart Schools Subsidy (SSS) grant along with a joint P&C - school contribution will be used to refurbish the Home Economics building. The revitalisation of this section of our school will come to life as we work with the Baralaba community to establish a kitchen garden program for all students.

Baralaba SS staff will continue to build and strengthen its connection to local communities through the mentoring of students, case management of students in co-operation with families and ensuring that every opportunity is given to students to succeed in the future.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	106	42	64	56	78%
2015*	103	50	53	57	77%
2016	106	44	62	62	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.

Characteristics of the Student Body

Overview

At Baralaba State School approximately 60% of enrolled students are of an Indigenous background. Most of these students reside in the community of Woorabinda and travel the return trip of 70km to school each day by bus or private transport. The remaining students reside in the town of Baralaba or on properties in the surrounding area. Most families of this school community source their incomes from rural and mining industries, small business and government organisations.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	14	17
Year 4 – Year 7	19	11	18
Year 8 – Year 10		12	8
Year 11 – Year 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Our school's curriculum and assessment program is delivered in line with the Australian Curriculum while 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.

Co-curricular Activities

In 2016, co-curricular activities that supported and extended our students learning included:

- A school camp to Camp Fairbairn in Emerald for students in Years 4-10.
- QLD Reds Future Indigenous Leaders Program for selected students Years 6 to 9.
- Shine: Confidence and personal development program for girls in Years 6 & 7.
- 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 Assist Learning

As per the Baralaba Whole School Curriculum Plan, ICT's were explicitly taught to Years P-6 for 60 minutes per week throughout Semester 1. ICT's are embedded within relevant areas of the curriculum in all years. Thirty l pads 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

Overview

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 continues to be used to support students in our classrooms. Our Chaplain plays a significant role in implementing wellbeing programs across the school targeting specific groups. In 2016, the 'Shine' program focused on the social and emotional development of girls in Years 6 and 7. This 10 week personal development program culminated 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. The Guidance Officer champions the use of the Complex Case Management process to support the social and emotional wellbeing of individual students at school, which in turn, enhanced their engagement, attendance and achievement.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	91%	DW
this is a good school (S2035)	93%	82%	DW
their child likes being at this school* (S2001)	93%	100%	DW
their child feels safe at this school* (S2002)	90%	100%	DW
their child's learning needs are being met at this school* (S2003)	93%	91%	DW
their child is making good progress at this school* (S2004)	100%	91%	DW
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	82%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	89%	82%	DW
they can talk to their child's teachers about their concerns* (S2009)	97%	91%	DW
this school works with them to support their child's learning* (S2010)	93%	100%	DW
this school takes parents' opinions seriously* (S2011)	85%	73%	DW
student behaviour is well managed at this school* (S2012)	82%	64%	DW
this school looks for ways to improve* (S2013)	100%	91%	DW
this school is well maintained* (S2014)	96%	91%	DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	92%	100%
they like being at their school* (S2036)	89%	87%	96%
they feel safe at their school* (S2037)	87%	90%	93%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	96%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	98%
teachers treat students fairly at their school* (S2041)	80%	87%	98%
they can talk to their teachers about their concerns* (S2042)	84%	87%	95%
their school takes students' opinions seriously* (S2043)	83%	87%	95%
student behaviour is well managed at their school* (S2044)	80%	74%	91%
their school looks for ways to improve* (S2045)	98%	95%	95%
their school is well maintained* (S2046)	84%	87%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	95%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
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)	92%	81%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	86%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	79%	82%	88%
student behaviour is well managed at their school (S2074)	88%	68%	79%
staff are well supported at their school (S2075)	96%	95%	92%
their school takes staff opinions seriously (S2076)	96%	95%	92%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	95%	100%
their school gives them opportunities to do interesting things (S2079)	96%	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

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

- Fortnightly newsletter called the 'Local Link'
- School Facebook Page
- Letters home as required
- Parent Teacher Interviews
- 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 P&C meetings
- Baralaba State School Website
- Case management meetings and regular communication for students with diverse learning needs

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. A variety of programs are offered through the school pastoral care program as well as those offered throughout the year by support agencies. At all times Baralaba SS is committed to modelling respectful and safe relationships and ensures that through our PBL agenda the four universal values of safety, respect, responsibility and learning are the cornerstone of trusting relationships at Baralaba SS.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	20	19	9
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	111,897	24,985
2014-2015	95,431	16,407
2015-2016		

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff:

The data contained in this table is based in the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year. In order for staff to be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	14	0
Full-time Equivalent	10	8	0

Qualification of all teachers:

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor degree	11
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were **\$25 787.58**.

The major professional development initiatives in 2016 were:

- Collegial observations and feedback
- 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 2016 was **100%**.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 65% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes: Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	86%

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

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

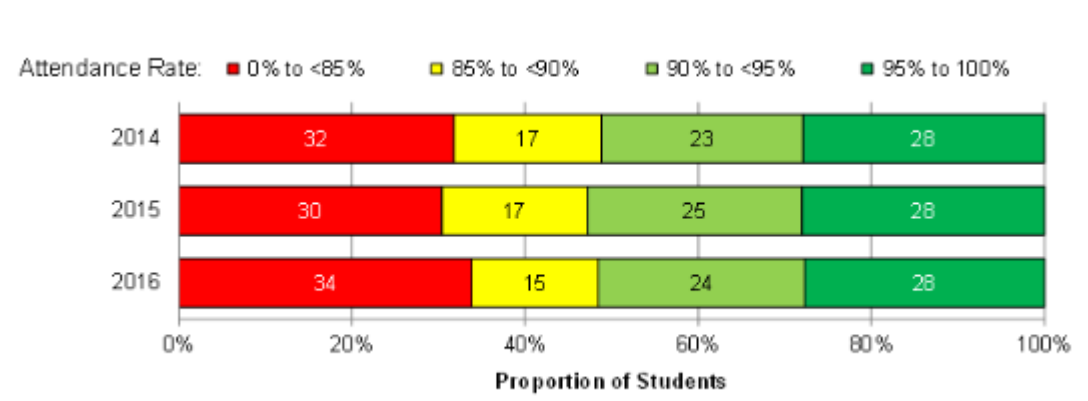
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	87%	88%	90%	91%	81%	88%	88%	88%	79%	89%		
2015	89%	89%	93%	89%	91%	92%	92%	86%	84%	83%	80%		
2016	91%	91%	91%	86%	90%	92%	93%	86%	81%	86%	82%	DW	

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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. At Baralaba SS attendance is managed by:

- Official roll marking every morning during Pastoral Care time;
- An automated text message is sent through to parents / caregivers if no explanation for a student's absence is provided by the parent / caregiver by 9am;
- the roll is marked twice daily by the classroom teachers using One School;
- 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 One School and sent home;
- Complex case management process (a negotiated action plan between staff and parents) is implemented for students who are school refusers.

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 continued in 2016 to encourage students to attend school in this historically low attendance week.

Key Student Outcomes: NAPLAN

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

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

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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.

Conclusion

In 2016 Baralaba State School (P-10) continued to improve its performance. By having a clear and strategic improvement agenda, the school has made significant improvements in student outcomes and teacher pedagogy.

In 2017 Baralaba SS will build upon this improvement and success by:

- implementing the second phase of the school's explicit improvement agenda in Writing;
- implementing a revised, streamlined diagnostic testing schedule that embeds the use of the Literacy Continuum;
- implementing a Student Services Team referral structure;
- refurbishing the Home Economics building and begin planning for a kitchen garden program;
- reinvigorating our Positive Behaviour for Learning (PBL) strategies.

These strategies will build upon the successes of recent years as we head into the 100 year anniversary of Baralaba SS (P-10) in 2018. Our students will be the benefactors of this focus on quality teaching and learning.