



Baralaba State School (P-10)

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

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 school environment. In 2018, Baralaba SS provides small class sizes and generous facilities including specialised learning spaces for Design and Technology subjects (Home Economics and Woodwork), a Visual Art space and a pool. These specialised facilities and generous resources (HR and physical) are well used by our teachers to deliver welcoming and engaging classrooms for our students.

Our students regularly reach district and regional levels of representation in a variety of sports. We have an active after school sports' program, including tennis coaching, swimming lessons, athletics and football training, that is well supported by local community members.

In 2018, Baralaba State School celebrated its centenary. This event was a significant milestone in the school's history and a weekend of celebrations occurred 13-14 October 2018. These Centenary celebrations involved every community group in the Baralaba area. A history book was written, a Roll Call was collated and a historical display was organised by members of the Baralaba History Group. Artwork of school buildings were donated by members of the Baralaba Art group and were used for memorabilia items. Plans for Centenary Garden were designed and presented to visitors during the Centenary Ceremony. Lost time capsules sparked a treasure hunt and even a poem before we planted a new time capsule, which is now marked with a plaque and seat. Baralaba's first ever street party was collaboratively organised by the Baralaba Progress Association and ensured that the celebrations continued for the entire weekend. Baralaba SS's Centenary Celebrations were a great success and were even nominated for an *Australia Day Award – Community Event of the Year*.

School progress towards its goals in 2018

Baralaba SS continued to make progress towards its goals as outlined in its Annual Implementation Plan while providing a supportive school environment to an increasingly transient student population.

The school's improvement agenda of 2018 was focussed upon:

WRITING - by implementing Phase 2 of the Writing Plan (use of a common feedback process for students by using the Literacy Continuum) while continuing implementation of Phase 1 of the Writing Plan (common literacy block activities and targeted spelling program).

A Culture that Promotes Learning – The reinvigoration and consistent implementation of the processes and strategies aligned with Tier 1 of the PBL Program was successfully led by the PBL Team. The whole school implementation of these strategies and processes resulted in a significant improvement in student disciplinary absences (ie. suspensions) by the end of the school year.

REVITALISATION AND REPAIR OF SCHOOL FACILITIES – In 2018, our primary school building was externally repainted. Our Administration Building underwent extensive repairs after suffering termite damage. New floors, walls and flooring were installed and the entire building was internally repainted. Our P&C also replaced damaged fence line and gates along the school oval. By October 2018, our school facilities looked fantastic for our school's centenary celebration.

Future outlook

In 2019, Baralaba SS continues on its improvement pathway. 2019 has begun with a strong and deliberate focus on expanding our Explicit Improvement Agenda (EIA). Our EIA for 2019 is Literacy (Reading and Writing). This has required targeted work on building teacher capacity and capability on the teaching of reading and more detailed descriptions of our expected strategies.

In 2019, we have benefitted from additional support from the regional officers as we revise and rewrite our **Whole School Curriculum Plan**. This process has deepened all staff members' knowledge of the Australian Curriculum and ensured that our professional development is focussed on our classrooms. In 2019, Baralaba SS has also introduced a **State Delivered Kindergarten Program**. This is a significant milestone for this school and this small town, which has been very positively supported by all community members.

Baralaba SS prides itself on its strong connection with the local communities of Baralaba and Woorabinda. We are well supported by our P&C, by the general community and by numerous businesses. At Baralaba SS, we support our families with a strong, collaborative case management approach and by providing as many opportunities as we can to our students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	106	90	80
Girls	44	43	43
Boys	62	47	37
Indigenous	62	53	55
Enrolment continuity (Feb. – Nov.)	77%	75%	67%

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

In 2018, Baralaba SS's student body is characterised by increasing transiency with over 30% of our students moving schools during the school year. Students move for multiple reasons with family employment opportunities in other locations, family reasons and private school opportunities being the main explanations.

In 2018, approximately 70% of enrolled students are Indigenous, with the majority of these students residing in the nearby community of Woorabinda. These students travel a return trip of 70km to school each day by bus or private transport. The remaining students of Baralaba SS (~30%) live on properties in the surrounding area or in the town of Baralaba. Most families in the Baralaba area source their income from rural and mining industries, small businesses and government organisations. Families in Woorabinda experience significantly higher degrees of unemployment with the town having a 70% unemployment rate.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	16	16
Year 4 – Year 6	18	22	15
Year 7 – Year 10	8	10	12
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Our school's Whole School Curriculum Plan is delivered in line with the **Australian Curriculum** while implementing the requirements of the **P-12 Curriculum, Assessment and Reporting Guidelines**.

Each term the Head of Curriculum (HOC) and classroom teachers engage in joint curriculum planning sessions to align with the Australian Curriculum and to ensure consistency and quality teaching, learning and assessment across all year levels. Through this co-planning process, the HOC assists teachers to adapt the C2C Units to best meet student learning needs and interests while effectively using the Guides to Making Judgements (GTMJs) for each assessment task. Each term, our classroom teachers engage with moderation events with other schools in the Dawson Valley. This approach to our curriculum delivery ensures development of all teachers' depth of understanding of the Australian Curriculum Achievement Standards to enhance consistency of teacher judgement of student achievement.

Furthermore, the strategies of our Explicit Improvement Agenda (EIA) ensure consistency in the teaching of writing and individualised writing goals for all students. Online learning opportunities for identified students through BDSE (Brisbane School of Distance Education) IMPACT Booster courses are also accessed.

Co-curricular activities

In 2018, co-curricular activities that support and extend our students include:

- Gala Sports Days with cluster schools to maximise student participation in competitive sport.
- After-school sporting activities and training opportunities – Little Athletics; swimming lessons; tennis coaching; football training.
- School-based student leadership positions – Class Captains; Vice Captain; School Captain; leadership opportunities through the Qld REDS Future Indigenous Leaders program (Yr 6 – 9 students).
- A camping program (Year 4-6; Year 7-10 – boys group and girls group) to support our HPE curriculum and Environmental Education.
- A revitalised partnership with CQ Uni for future pathways planning. This included mentor visits to Baralaba SS and an excursion to CQ Uni and TAFE.
- An ongoing partnership with youth workers from CQ Youth Health Connect to collaboratively deliver the Year 7-10 Health curriculum on a weekly basis.

How information and communication technologies are used to assist learning

At Baralaba SS, our students have regular access to ICTs to assist their learning. All classrooms have an interactive whiteboard, which are increasingly used by classroom teachers to access resources supporting the curriculum and to improve their use of digital pedagogies. I pads, desktops and laptops are used to support the curriculum in the Prep to Year 6 classrooms and Year 7 – 10 students have 1:1 access to laptops. The school boasts a 22 unit computer lab that all students can access with their classroom teacher and at lunchtimes. Students from Prep to Year 10 confidently and independently demonstrate their learning and technological capability through a range of technologies.

Social climate

Overview

In 2018, Baralaba State School reinvigorated its focus upon creating and maintaining a safe, supportive and disciplined learning environment. This proved difficult at times during 2018 when student transiency dramatically increased. It took time and concentrated effort for our whole teaching team to consistently implement the strategies of our PBL Program. This hard work effectively changed the school climate by the end of the school year. This work has continued in 2019 as our teaching team works towards making our school a welcoming learning place where every student is a successful learner.

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)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	75%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	25%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	100%	25%

* 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%	77%	89%
• they like being at their school* (S2036)	96%	70%	85%
• they feel safe at their school* (S2037)	93%	82%	85%
• their teachers motivate them to learn* (S2038)	98%	91%	92%
• their teachers expect them to do their best* (S2039)	100%	94%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	82%	92%
• teachers treat students fairly at their school* (S2041)	98%	82%	77%
• they can talk to their teachers about their concerns* (S2042)	95%	63%	80%
• their school takes students' opinions seriously* (S2043)	95%	75%	92%
• student behaviour is well managed at their school* (S2044)	91%	65%	63%
• their school looks for ways to improve* (S2045)	95%	91%	96%
• their school is well maintained* (S2046)	96%	70%	92%
• their school gives them opportunities to do interesting things* (S2047)	98%	70%	96%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	96%	78%	90%
• they feel that their school is a safe place in which to work (S2070)	100%	78%	75%
• they receive useful feedback about their work at their school (S2071)	92%	83%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	82%	67%
• students are encouraged to do their best at their school (S2072)	100%	89%	75%
• students are treated fairly at their school (S2073)	88%	83%	80%
• student behaviour is well managed at their school (S2074)	79%	67%	45%
• staff are well supported at their school (S2075)	92%	78%	70%
• their school takes staff opinions seriously (S2076)	92%	76%	84%
• their school looks for ways to improve (S2077)	100%	94%	95%
• their school is well maintained (S2078)	100%	89%	80%
• their school gives them opportunities to do interesting things (S2079)	100%	89%	89%

* 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 invited to engage in many ways in their children's education at Baralaba State School. Parents are invited to participate in the P&C, to assist in classrooms, on excursions and to assist in P&C Working Bees.

Communication is of vital importance and the school communicates in many ways:

- class communication letters;
- a fortnightly newsletter called *Our Local Link*;
- the school website and Facebook page;
- a dedicated website for Baralaba SS's Centenary Celebrations;
- SMS parent notification system;
- Parent-teacher interviews twice a year but parents are encouraged to discuss issues of concern with staff at all times;
- Monthly P&C Meetings;
- Collaborative case management meetings and regular communications to assist students with diverse needs to access and participate fully at school.

Parents and many other community members are also warmly welcomed and are part of special school community events such as Anzac Day, Book Week Parade, Grandparents Week, Easter Bonnet Parade and Sports days including the annual Cross Country Carnival, Athletics Carnival and Swimming Carnival. Periodically, parent workshops are provided by school staff to further enhance parents' understanding of school programs and develop their skills in supporting the learning of their children at home.

Our P&C is involved as an integral part of the school's functioning, providing services including the tuckshop and uniform shop and also fundraising as a means to support the school through the provision of additional funds. In addition, the P&C is a conduit for parent feedback to help inform school decision making.

Respectful relationships education programs

Baralaba SS has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships. This program supports our school rules – to be safe; to be responsible; to be respectful; to be a learner. In 2018, our PBL Team revitalised and reinvigorated our use of the PBL program to achieve greater consistency of implementation from all members of our teaching team. We saw the positive effect of this work towards the end of 2018.

Students who are challenged to maintain an acceptable level of behaviour, are supported through individual behaviour management plans, developed through the collaborative work of a range of school personnel and parents, to assist all students to access the curriculum and thereby enhancing learning for all. The school's Student Support Team works with staff, students and parents to support children with learning needs or personal issues, including responding to domestic violence, sexual abuse, neglect and physical abuse. Specific proactive and intervention programs, are supported by the school's Guidance Officer, the school chaplain, school administration and teachers, working as a team with the parent / carer with the overall aim to help the children become aware of appropriate, respectful and healthy relationships at school and beyond.

At all times, the staff of Baralaba SS are committed to modelling respectful and safe relationships that ensure that the four universal values of safety, respect, responsibility and learning are the cornerstone of trusting relationships at Baralaba SS.

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	9	49	43
Long suspensions – 11 to 20 days	0	0	3
Exclusions	0	0	2
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

Staff and students try to reduce this school's environmental footprint. Since the 2014-2015 financial year, we have had a 30% reduction in electricity. Key strategies implemented to reduce our environmental footprint include reducing air-conditioner use during Terms 2 and 3. Recent upgrades in our toilet and tap facilities have also decreased water consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			63,470
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

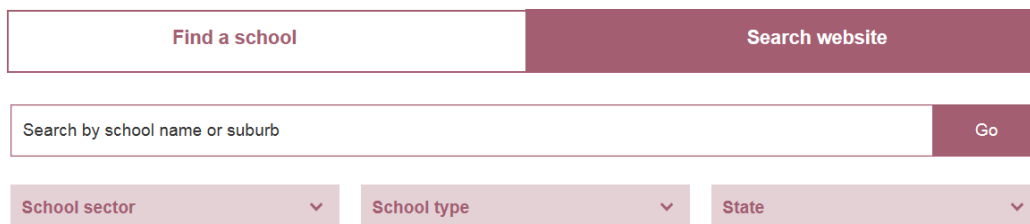
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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	13	14	<5
Full-time equivalents	10	9	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	2	
Graduate Diploma etc.*	1	
Bachelor degree	10	
Diploma	0	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 14,729.25.

The major professional development initiatives are as follows:

- First Aid courses
- One School training
- Cluster moderation events for Principals and teachers
- MacqLit PD course
- Rock and Water training
- Essential Skills for Classroom Management (ESCM) courses
- GRIP Leadership program

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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 P-10/P-12 schools was 89%.

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	89%	88%	81%
Attendance rate for Indigenous** students at this school	86%	83%	75%

* 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

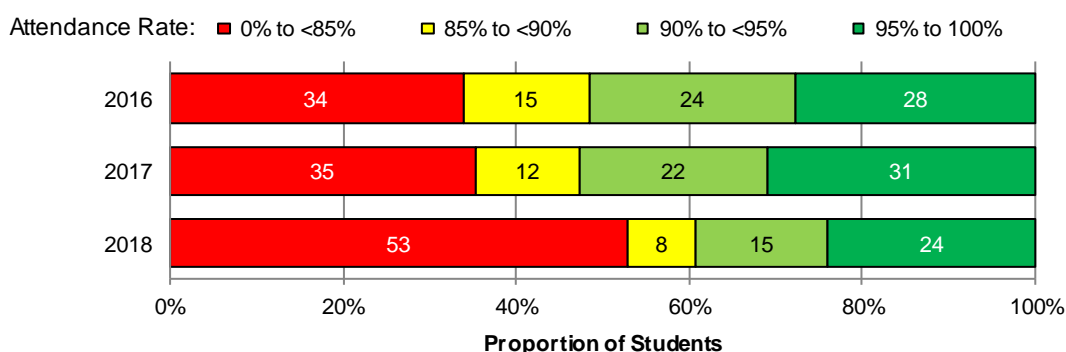
Year level	2016	2017	2018
Prep	91%	91%	82%
Year 1	91%	90%	91%
Year 2	91%	86%	92%
Year 3	86%	92%	78%
Year 4	90%	93%	88%
Year 5	92%	88%	75%
Year 6	93%	88%	86%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Improving student attendance 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 being sent to parents / caregivers if no explanation of a students' absence is provided by 9am.
- Twice daily roll marking by classroom teachers using One School.
- Parents are contacted on the third day of non-attendance to determine if school staff can support the student's attendance at school the next day.
- If contact is unable to be made with a parent, the Principal arranges with a member of the Woorabinda SS Student Wellbeing Team to do a home visit.
- If a student has been absent for three consecutive days, an 'unexplained absence letter' is generated from One School and sent home.
- Enforcement of Attendance processes are established and followed through in due course. In 2018, five of these processes were started with one reaching the courts by the beginning of 2019. Other students were enrolled elsewhere once this process started.
- Complex case management meetings are held with family members of students who are school refusers. A negotiated action plan for these students is developed. In 2018, we had an increased number of students that needed this level of intervention and support.

Attendance awards are presented to individual students and class groups as part of the school's Acknowledgement System.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.