

# Bargara State School (0702)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Welcome and thank you for taking the time to read our 2012 School Annual Report. The purpose of this report will provide parents and members of the community with information about the outstanding progress our school has made in 2012. It also provides information about our schools activities, curriculum offerings and the teaching and learning environment at Bargara State School

### School progress towards its goals in 2012

Ensuring that our school is continually looking for ways to improve, we worked towards 5 key goals through 2012.

- Improvement in Literacy and Numeracy Performance
  - NAPLAN testing revealed that children who remained at Bargara State School from Year 3 to Year 5, Year 5 to Year 7 and Year 3 to Year 7 improved at a faster rate than the average Australian student in every area (Reading, Writing, Grammar and Punctuation, Spelling, Numeracy). This achievement has been maintained over the past 3 consecutive years
  - In some instances the rate of improvement was close to double that of the average Australian student
  - Our Year 7 students have demonstrated significant improvement through the NAPLAN testing years (from year 3 to Year 7). The student group has moved from being statistically below the Nation in all areas in Year 3 (2008) to being statically similar to the Nation in all areas in Year 7 (2012).
- Australian Curriculum implementation in 2012.
  - Teachers at Bargara State School have successfully introduced the Australian Curriculum into every classroom of our school. Preparation in 2011 has allowed teachers to adopt the new curriculum successfully in 2012. Teachers participated in a 5 week cycle throughout the year where Australian Curriculum units of work were investigated prior to implementation, revisited through the implementation to check for progress and standards and final assessment pieces were moderated. This process allowed and supported staff to fully implement the intended knowledge and processes associated with the Australian Curriculum

# Queensland State School Reporting

## 2012 School Annual Report



- Implementation of School Wide Positive Behaviour Support
  - Our school continued to implement the SWPBS program. The Students and Staff were focussed around the 3 school rules of being 'Respectful, Responsible and Safe.' Students, Staff and Parent opinion all indicate through the School Opinion Survey that the satisfaction about student behaviour has greatly improved over previous years and continues to improve. Outstanding survey results such as 100% of parents believe Bargara State School is a good school are referred to in coming sections of the 2012 School Annual Report.
- Implementing school community response to 'Educating Today's Youth for Tomorrows World'
  - As part of educating our students for their future we have implemented 'The Seven Habits of Highly Effective People.' By introducing the 'The Seven Habits of Highly Effective People' we hope to provide students with the necessary skills to become highly effective people in a rapidly and ever changing world. These skills will support our students through their lives to be supportive and effective people.
- Improve public perception of our school
  - Bargara State Schools positive reputation with the wider community is continuing to grow. The new reputation is beginning to reflect the outstanding students and staff currently working within our school. Our actions as a school are speaking for our real reputation as we strive for continuous improvement. This will continue to change as our school improves and more people are exposed the wonderful attitudes, efforts and achievement of the Bargara School community

### Future outlook

2013 will see a continued focus on the goals of 2012 as well as key actions of :

- Getting Ready For Secondary School – Year 7 move to high school in 2015.
- Parenting Programs
- Community Connections
- Chaplaincy
- Coral Coast Cluster School Actions
- Student (families) and staff wellbeing
- Implement the Australian Curriculum
- Improved Literacy and Numeracy outcomes
- Closing the Gap
- Develop and enact a pedagogical framework based on 'The Art and Science of Teaching'
- Implement the Developing Performance Framework for all staff

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	325	153	172	82%
2011	333	146	187	82%
2012	349	149	200	84%

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

### Characteristics of the student body:

Bargara State School currently has a slightly higher percentage of boys than girls. Whilst it is not a significant difference there are some year levels where the difference is more apparent. The continuity of students for the year indicates that 26% of the student body changed over the school year. We have a significant number of families who have remained at Bargara State School over an extended period of time.

There are a number of different religions represented within the school and an Indigenous population of around 8%.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	24	23
Year 4 – Year 10	27	27	23
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	27	32	7
Long Suspensions - 6 to 20 days	4	4	2
Exclusions	0	0	0

## Our school at a glance

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Cancellations of Enrolment	0	0	0
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### Curriculum offerings

Our distinctive curriculum offerings provide a wide variety of learning experiences for students through curriculum programs in all Key Learning Areas.

- ✓ '7 Habits of Highly Effective People'- embedded in the curriculum to support students
- ✓ Students in Years 6 and 7 study Japanese for 1 1/2hr per week

Other curriculum offerings include:

- ✓ Home reading program
  - ✓ Internet access for all students
  - ✓ Over 30 Ipads utilised by students throughout the school (P-7)
  - ✓ Specialist support with Music and Physical Education.
  - ✓ Specialist support staff for students with special learning needs, including 'Gifted and Talented' and students with Disabilities.
-

## Extra curricula activities

- ✓ Instrumental Music Program involving Woodwind, Brass/Percussion and String sections.
- ✓ Lunch Time Programs
- ✓ Maths Team Challenge
- ✓ A number of academic and creative competitions were made available to students throughout the year. These included Maths, English, Spelling and Writing Competitions.
- ✓ Interschool sporting program
- ✓ School Cross Country championships
- ✓ Bundaberg Zone Sports / Wide Bay Trials for various sports
- ✓ Student Council – supports school activities plus continued sponsorship of student in Uganda
- ✓ School Camping Program continued to provide students with a range of experiences and social development skills outside the school setting:
  - ✓ Year 3 to Mon Repos for an over night camp
  - ✓ Year 4 to Riverside Retreat developing social skills and team work,
  - ✓ Year 5 at Barrambah social skilling and environmental study,
  - ✓ Year 6 at Chaverim – Leadership camp,
  - ✓ Year 7 at Tallebudgera developing social skills and team work

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

Bargara State School in 2012 continued to operate a single computer lab which every student has access to through timetabled lessons. Students also have access to a small pod of computers in the library as well as computers in each classroom. All computers have access to the school network and internet

iPads continued to be used by students throughout the school. There are currently 30 iPads used by students through the day as well as a set of 4 iPads used by students with special needs.

Teachers plan for students to use computers as part of their classroom activities. This has again been supported in 2012 by our Teacher Librarian with a specific focus on the planning for and use of ICT's.

Each teacher continues to utilise their laptop as part of the 'Laptop for Teachers' program. Teachers have continued to utilise the interactive whiteboards in each room to support the delivery of quality teaching lessons. Additional digital cameras and printers were purchased for daily use through out the school.

## Social climate

Establishing the most productive learning environment for student learning continues to be a key goal for our school every year and we have continued to implement steps to improve this through 2012.

We have continued to implement and refine the established Responsible Behaviour Plan as well as continued with the implementation of 'School-Wide Positive Behaviour Support Program'

Responding to bullying when it occurred remained a priority through the year. Consistent and proven approaches, maintained throughout the school (and identified in the Responsible Behaviour Plan) where implemented to support all students such as:

- Application of the behaviour management steps – rewards and consequences
- Behaviour monitoring cards / programs
- Class reward programs
- Intensive support from specialist behaviour support staff
- Mentoring with other staff / students
- Natural consequences
- Suspensions

# Our school at a glance

Our continued efforts are making a difference in the school evidenced by the following student ratings from our school opinion survey. Each of these scores are above the State average. :

- This is a good school – 93%
- Student behaviour is well managed – 89.1%
- I am getting a good education at my school – 98.3%

Our positive climate is also evidenced by the following parent ratings from our school opinion survey. Each of these scores are above the State average. :

- This is a good school – 100%
- Student behaviour is well managed – 93.3%
- I am getting a good education at my school – 96.7%

## Parent, student and staff satisfaction with the school

The satisfaction of parents, students and staff have continued the trend of previous years and continued to climb.

### Parents:

- 100% of parents surveyed said that Bargara State school is a 'Good School.'
- Other questions where we scored 100% satisfaction
  - My child feels safe at this school
  - Teachers expect my child to do their best
  - I can talk to my child's teachers about my concerns
  - This school looks for ways to improve
  - Staff at this school are approachable
  - This school celebrates students' achievements
- Overall for the 35 questions parents rated our school above the State Average for 26 of the questions

### Students

- 93% of students believe this is a good school which is above the averages for the state, region and similar schools
- We scored 100% satisfaction for the questions 'My teachers motivate me to learn' and 'I use computers and other technologies at my school for learning.'
- Of the 33 student questions, we scored higher averages than the state percentages for 25 questions.

### Staff

Staff opinion is measured across 8 work dimensions as well as an 'overall' category

- Staff rated our school as above the state mean for 6 of the 8 work dimensions
- We scored 100% satisfaction for questions
  - This school is a safe place to work

## Our school at a glance

- I have a good working relationship with other staff
  - I get on well with the students at this school
  - I am encouraged to take responsibility for my own work
  - The staff put a lot of energy into their work
  - I can manage the different things I have to do in the school
  - I can cope with what I have to do in my work
  - In this school I am confident of being able to do what is expected of me
- Of the 65 staff questions, we scored higher averages than the state percentages for 47 questions.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.7%
this is a good school	100.0%
their child likes being at this school*	96.7%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	86.7%
their child is making good progress at this school*	86.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.7%
teachers at this school motivate their child to learn*	93.3%
teachers at this school treat students fairly*	96.7%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	96.6%
student behaviour is well managed at this school*	93.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	93.1%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>

## Our school at a glance

they are getting a good education at school	98.3%
they like being at their school*	78.9%
they feel safe at their school*	86.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	94.7%
teachers treat students fairly at their school*	87.7%
they can talk to their teachers about their concerns*	89.5%
their school takes students' opinions seriously*	81.8%
student behaviour is well managed at their school*	89.1%
their school looks for ways to improve*	93.0%
their school is well maintained*	96.4%
their school gives them opportunities to do interesting things*	91.2%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	69.4%
with the individual staff morale items	95.5%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Parents are invited and encouraged to be involved in their children's education. Some of the ways this has been achieved is through:

- ✓ Parent reading workshops
- ✓ Reading programs,
- ✓ Classroom helpers,
- ✓ Tuckshop volunteers,
- ✓ Assisting the school on camps and excursions,
- ✓ School discos,
- ✓ Athletics carnivals.
- ✓ Parent / Teacher interviews
- ✓ Report cards
- ✓ Web page

Newsletters are sent home on a fortnightly basis to keep parents up to date and where appropriate parent feedback sections are included.

We hold whole school parades each week which parents are encouraged to attend. We also hold special parades for certain occasions such as a 'School Leaders Induction.'

Parents were invited to a Celebration Day at the end of each term to see the culmination of the student's term of work.

Parents are also invited to attend Parent / Teacher interviews twice each year. Parents are also encouraged to contact their child's teacher at any time necessary.

Parents are encouraged to attend the monthly Parents and Citizens Association meeting and support the activities which are planned through the year

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Bargara State School is a Reef Guardian School. The students in selected grades have had the opportunity to participate in a number of 'Reef Guardian' activities aimed at increasing awareness issues such as water conservation

We have also introduced a number of small vegetable garden plots which utilise a water saving method designed to reduce the loss of water and decrease disease. This program is developing slowly with targeted students and with the support of our Chaplain and Special Needs groups

Environmental footprint indicators

## Our school at a glance

	Electricity kWh	Water kL
2009-2010	107,532	1,829
2010-2011	99,826	2,479
2011-2012	95,032	1,216

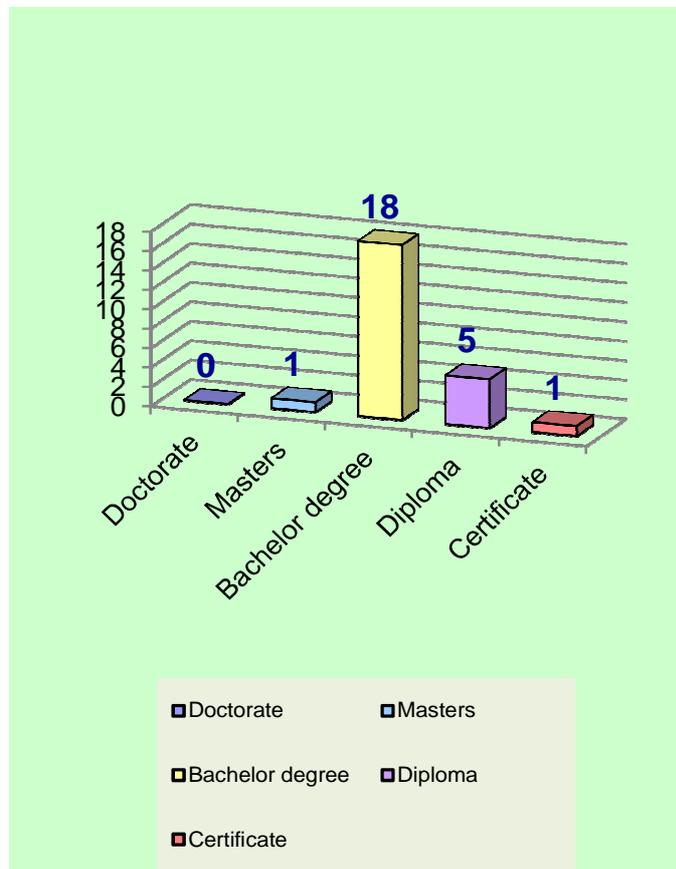
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time equivalents	21.9	9.3	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	18
Diploma	5
Certificate	1



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$8550.10.

The major professional development initiatives are as follows:

- Improvement in Literacy and Numeracy Performance
- Australian Curriculum implementation in 2012. Use of C2C units of work

## Our staff profile

- Implementation of School Wide Positive Behaviour Support
- Implementing school community response to 'Educating Today's Youth for Tomorrows World'
- Improve public perception of our school

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	96.2%	96.5%

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

From the end of the previous school year, 90.9% of staff was retained by the school for the entire 2012 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

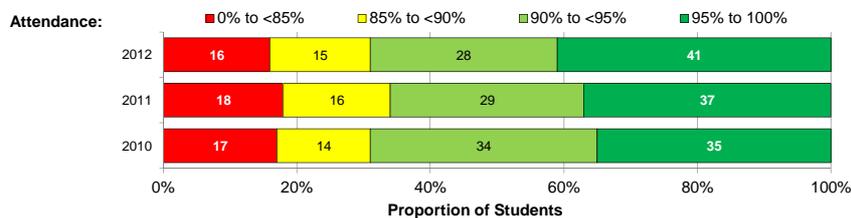
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	92%	89%	89%	90%	91%	92%					
2011	88%	91%	93%	92%	90%	92%	93%					
2012	92%	92%	92%	93%	91%	91%	91%					

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 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.

Each class teacher marks their roll twice daily. Typically the roll is marked at the beginning of the school day and as students return from second lunch. This information is recorded directly onto the 'One-School' roll. Office staff check for inconsistencies

When students have been away for 3 days without a parental explanation then the office staff are notified and the families are contacted by phone. Should parents / guardians be unable to provide an excuse for their absence and continued absences occur, then a formal absentee letters are sent. The process allows for the school to support the families in getting their children to school each day.

We promote the importance of attending school every day through discussion on parade, articles in the newsletter and messages on the noticeboard and road sign.

### 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.

An important aspect which we consider each year is the academic gain our students make from Year 3 to Year 5 as well as the gain from Year 5 to Year 7. We then compare this against the average National gain for the same period of time. In 2012 the gain of our

# Performance of our students

students was greater than the National average in all 10 of the 10 areas assessed. This increased gain meant that the average Year 7 student from Bargara State School finished ahead of the National average.

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

Closing the Gap for indigenous students is a priority for all Queensland Schools and Bargara State School has a number of steps in place to support this action. As a school in 2012, indigenous students represented 6.2% of our student population.

In the area of attendance our indigenous students on average attend 86% of the school year in comparison with our non-indigenous students who attend 91.8% of the school year.

Within the areas of Reading, Writing and Numeracy the gap between our school mean and the indigenous mean was smaller than the gap between the state and indigenous means with the exception of Year 7 Numeracy.

In the areas of Year 5 Writing and Year 7 Writing our indigenous students outperformed our non-indigenous students.