

Bargara State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome and thank you for taking the time to read our 2013 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 2013. 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 2013

Bargara State School is continually focussed on improving student learning. We achieved this through the following actions:

School Community Partnerships

We continued to implement programs in our school and developed links within our community which benefitted our students.

- School Wide Positive Behaviour Support
- Chaplaincy
- Continued transition programs to Kepnock SHS
- Ensure a specific transition program for students with disabilities and students requiring learning support
- Continue participation in Kepnock SHS ACE programs for Maths, English and expansion into Science and The Arts
- School leaders attended a Student Leadership Conference
- Continued to develop students through 'The 7 Habits of Highly Effective People.'
- Provide opportunities for students to demonstrate leadership through student council and presentations on parade
- We supported the development of future teachers through practicum placement through the Universities and local High Schools

School Curriculum

Bargara continued to deliver a high standard curriculum in line with the ACARA expectations

- Supported staff and students with ACARA – History

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- Continued to review and refine the implementation of Maths, Science and English with the support of the C2C materials
- Established and followed school wide assessment strategies eg PatR testing to support student learning and targeted use of resources
- Review / refine school assessment calendar in line with C2C unit expectations
- Supported our Prep students through early benchmark assessment
- We continued to enhance the use of ICT's in classrooms eg iPads
- Support teacher - Literacy and Numeracy ran workshops with staff in the use of One School for curriculum planning, data collection, timetabling and providing curriculum information to parents

Teaching Practise

As a staff we continued to focus on improving our teaching

- Principal and 2 additional staff were trained with the Art and Science of Teaching (ASOT) and established partnerships with other schools
- We held year level meetings to analyse and interpret classroom data.
- We worked with individual staff to use One School data collection
- Held planning meetings with class teachers to support differentiation for students
- Worked with individual staff to support the use of ICT's – Interactive whiteboards, IPADs and other digital technology
- We developed to build coaching / mentoring opportunities internal and external to the school
- Continued and refined the 3 way reporting process where students, parents and staff set future learning goals

Principal leadership and school capability

- All class teachers worked through the next cycle of the Developing Performance Framework where agreements were reached with key school tasks and PD opportunities
- 4 of our teacher aides successfully participated in a reading project through CQU focusing on explicit teaching strategies
- All staff members completed mandated training activities such as student protection, code of conduct, emergency procedures, risk management and asbestos.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	333	146	187	82%
2012	349	149	200	84%
2013	373	175	198	86%

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

Characteristics of the student body:

Bargara State School has a slightly higher percentage of boys than girls, however the difference has reduced significantly in 2013. The difference in numbers between boys and girls is more apparent in some year levels. The continuity of students for the year indicates that 86% of the student body remained consistent through the year. This percentage has been improving since 2011. We continue to 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 7.8%.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	22
Year 4 – Year 7 Primary	27	23	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	32	7	5
Long Suspensions - 6 to 20 days	4	2	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive 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 35 I pads 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.
- ✓ Participation in the Kepnock SHS ACE Extension Programs
- ✓ 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.
- ✓ Ukulele Band
- ✓ 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 2013 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 35 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 2013 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 throughout 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 2013.

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
- Buddy Class / Lunch time detention / In-school Suspension / External Suspensions

Our continued efforts are making a difference in the school evidenced by the following student ratings from our school opinion survey.

- This is a good school – 95.4%
- Student behaviour is well managed – 87.9%
- I am getting a good education at my school – 98.5%

Our positive climate is also evidenced by the following parent ratings from our school opinion survey.

- This is a good school – 94.1%
- Student behaviour is well managed – 82.4%
- I am getting a good education at my school – 94.1%

Parent, student and staff satisfaction with the school

The satisfaction of students and staff have continued the trend of previous years and continued to climb. Parent opinion in 2013 dipped slightly in areas.

Parents:

- 94.1% of parents surveyed said that Bargara State school is a 'Good School.' Two parents from the survey indicated they were unhappy
- The following questions scored highly for Bargara State School
 - My child feels safe at this school – 94.1%
 - Teachers expect my child to do their best – 97.1%
 - I can talk to my child's teachers about my concerns – 97.1%
 - This school looks for ways to improve – 94.1%
 - Staff at this school are approachable – 94.1%
 - This school celebrates students achievements – 97.1%

Students

- 95.4% 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'
 - 'I use computers and other technologies at my school for learning.'
 - My school looks for ways to improve
 - Teachers encourage me to do my best
 - I am encouraged to participate in school activities
- Of the 33 student questions, we scored higher averages than the state percentages for all 33 questions.

Staff

Staff opinion again places our school in a strong position

- We scored 100% satisfaction for questions
 - I enjoy working at this school
 - I feel this school is a safe place in which to work
 - Students are encouraged to do their best at this school
 - Students are treated fairly at this school
 - Student behaviour is well managed at this school
 - Staff are well supported at this school
 - This school takes staff opinions seriously
 - This school is well maintained
 - I feel I have the necessary skills to do my job effectively at this school
 - I feel that social, cultural and racial diversity are respected at this school
 - I feel that staff morale is positive at this school
 - I can access necessary ICT to do my job effectively
 - I have the required skills to use the necessary ICT to do my job at this school
 - I am aware of OH&S procedures at this school
 - ICT equipment is well maintained at this school
 - Staff at this school are approachable
 - Staff at this school are interested in my well being
 - Staff at this school have good team spirit
 - This school is well organised
 - This school provides useful information online

Our school at a glance

- I am encouraged to take responsibility for my own work
 - This school makes reasonable demands of me in my job
 - This is a good school
 - I am confident in my knowledge of evidence-based teaching and learning practices
 - I feel confident applying evidenced based teaching and learning practices
 - I feel confident in my knowledge of the Australian and Queensland curriculums
 - I feel confident using curriculum support materials to enhance student learning
 - I feel confident using student assessment data to improve student achievement
 - I feel confident managing the behaviour of all my students at this school
 - I feel confident working with my colleagues
 - I feel students receive a good education at this school
 - School provides students with opportunities to experience age appropriate responsibilities
 - School supports me in implementing C2C materials
 - Overall, I feel that working at this school is rewarding
- Of the 55 staff questions, we scored higher averages than the state percentages for 50 questions.

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	94%
this is a good school (S2035)	100%	94%
their child likes being at this school* (S2001)	97%	91%
their child feels safe at this school* (S2002)	100%	94%
their child's learning needs are being met at this school* (S2003)	87%	88%
their child is making good progress at this school* (S2004)	87%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	91%
teachers at this school motivate their child to learn* (S2007)	93%	91%
teachers at this school treat students fairly* (S2008)	97%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	90%	88%
this school takes parents' opinions seriously* (S2011)	97%	88%
student behaviour is well managed at this school* (S2012)	93%	82%
this school looks for ways to improve* (S2013)	100%	94%

Our school at a glance

this school is well maintained* (S2014) 93% 88%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	98%
they like being at their school* (S2036)	79%	97%
they feel safe at their school* (S2037)	86%	97%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%
teachers treat students fairly at their school* (S2041)	88%	94%
they can talk to their teachers about their concerns* (S2042)	89%	95%
their school takes students' opinions seriously* (S2043)	82%	97%
student behaviour is well managed at their school* (S2044)	89%	88%
their school looks for ways to improve* (S2045)	93%	100%
their school is well maintained* (S2046)	96%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	100%

Performance measure

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

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

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

DW = Data withheld to ensure confidentiality.

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 workshops
- ✓ Reading programs,
- ✓ Classroom helpers,
- ✓ Tuckshop volunteers,
- ✓ Assisting the school on camps and excursions,
- ✓ School discos,
- ✓ Athletics carnivals.
- ✓ 3 Way reporting interviews
- ✓ Report cards
- ✓ Web page
- ✓ Introduction of the School App

Newsletters are sent home on a weekly 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 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 maintained 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	
	Electricity kWh	Water kL
2010-2011	99,826	2,479
2011-2012	95,032	1,216
2012-2013	92,377	1,816

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

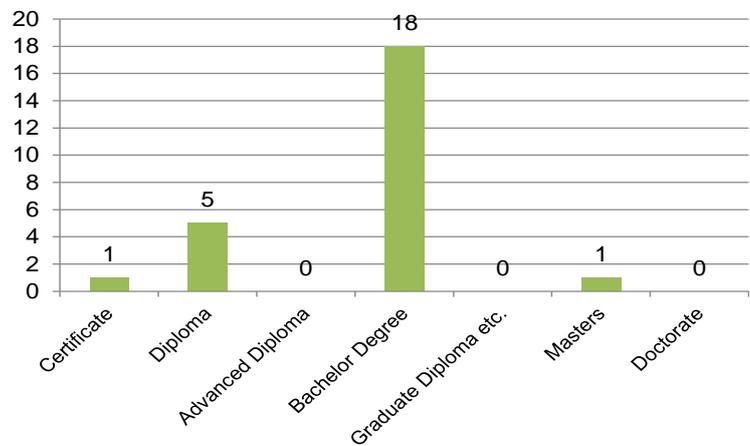
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time equivalents	22	10	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	5
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	25



* 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 2013 were \$ 7988.13 . Additional to this significant money was spent purchasing Teacher Release to allow teachers to participate in activities such as planning / support meetings and PD activities.

The major professional development initiatives are as follows:

- Improvement in Literacy and Numeracy Performance
 - Teacher planning with support staff for differentiated activities
 - Teacher-aides participating in CQ University pilot program
- Australian Curriculum implementation in 2013.
 - Use of C2C units of work
 - QSA Professional Development Program
- Pedagogical framework – Art and Science of Teaching
 - Training for 3 staff members to be key leaders in the school
 - School based training for staff in the focus Design Questions

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

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 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.

Key student outcomes e

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

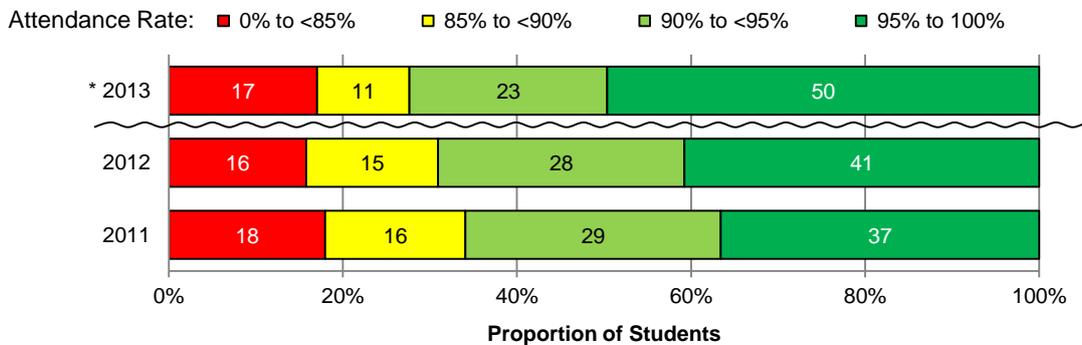
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	91%	93%	92%	90%	92%	93%					
2012	92%	92%	92%	93%	91%	91%	91%					
2013	90%	93%	93%	93%	92%	89%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

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 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.

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 2013, indigenous students represented 7.8% of our student population.

In the area of attendance our indigenous students on average attend 89.2% of the school year which is an increase from 86% in 2012. 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 indigenous means in all areas.

In the areas of Year 3 Reading and Writing and Year 7 Reading and Numeracy our indigenous students outperformed our non-indigenous students.