

Bargara State School

Queensland State School Reporting

2014 School Annual Report



Postal address	591 Bargara Road Bargara 4670
Phone	(07) 4150 5333
Fax	(07) 4159 1212
Email	the.principal@bargarass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	

Principal's foreword

Introduction

Welcome and thank you for taking the time to read our 2014 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 2014. 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 2014

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

Successful Learners

- Continued to implement the Australian Curriculum
 - Embed English, Mathematics, Science, History and Geography using the C2C resource ensuring alignment with community expectations.
- Key literacy and numeracy improvement strategies
 - Embed a balanced reading program
 - Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
 1. Reading Aloud to students;
 2. Modelled Reading;
 3. Shared Reading;
 4. Guided Reading;
 5. Independent Reading.
- Align reading framework to Pearson's Gradual Release of Responsibility Model
- Embed comprehension strategies into the reading procedures
- Implemented the North Coast Region: " A Guide to School Based Assessment Tools and Year Level Expectations"
- Upper 2 Bands Priority
 - Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)
 - Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, class groupings – accelerated classes.)
 - Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- Success School
 - Participated in Success School process
 - Professional Development meetings focussed on a specific reading comprehension skill
 - Teachers plan / identify areas for development over coming fortnight
 - 3 week cycle of support, observation and planning was successfully implemented

Great People

- Implement performance reviews for all Teachers
- Established specific school goals to ensure consistent school wide implementation
- Continued to use feedback channels to implement processes to monitor staff and personal wellbeing

Empowerment

- Continued to implement the overarching Curriculum Framework based on ASOT(Art and Science of Teaching)
- Continued to focus on Design Question 1, 5, 6 and 7

Engaged partners

- Getting Ready For Secondary School
 - Involved both year 6 and 7 students in an in-depth process to prepare for high school. Actions include visits both to the high school and from the high school.
 - Liaise with feeder Secondary Schools
- Parent and Community Engagement Strategy
 - Continued to encourage parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
 - We used multiple communication channels to communicate with parents eg email, APP, telephone, web portal, newsletters and personal letters
 - Provide programs and opportunities for parents to build their capacity to support their child's learning

High Standards

- Continued to hold high expectations for all aspects of our school
- Participated in a Discipline Audit where we were judged as being a high performing school by the external auditor
 - Began process to implement strategies / recommendations from the audit
- Implemented Internal Audit strategies to complete internal audit requirements

Future outlook

Bargara State School will continue to focussed on improving student learning through the following actions:

Successful Learners

- Analysis of student data and use this information to inform our teaching
- Continue to encourage full school attendance
- Continue to focus on our students in the upper two bands as well as those with the potential of achieving these bands

Great People

- Ensure staff have the capabilities to implement the ACARA priorities
- Continue to focus on reading as our key improvement agenda
- Begin to align actions towards a focus in the teaching of writing
- Continue to support the role of Master Teacher at Bargara State School
- Continue to align school practices in line with ASOT
- Support staff development through the Developing Performance framework

High Standards

- Continue with our explicit improvement agenda focus on Reading
- Implement recommendations from the Discipline audit to move our school from a High Achieving school to an Outstanding School

Engaged partners

- Continue to work with our local High School to ensure a smooth transition is achieved
- Work to establish / maintain partnerships with the wider community to support students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	349	149	200	84%
2013	373	175	198	86%
2014	368	171	197	89%

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 reduced significantly in 2013 and remained consistent in 2014. The difference in numbers between boys and girls is more apparent in some year levels. The continuity of students for the year indicates that 89% 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 8.4%. ???

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	23	23	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	7	5	3
Long Suspensions - 6 to 20 days	2	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

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 ½ hr per week

Other curriculum offerings include:

- Home reading program
- Internet access for all students
- Over 35 Ipads utilised by students throughout the school (P-7)
- Use of Microsoft tablets
- 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
- School Choir
- 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 overnight camp
 - Year 4 to Riverside Retreat developing social skills and team work,
 - Year 5 at Barambah 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 2014 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

Our school also purchased 16 Windows Tablet machines to be used by students on the wireless network. This enable students to access computers and the internet in simple and effective ways.

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 2014 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 2014.

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

We participated in a Discipline Audit where we were judged to be a High Performing school. Recommendations are being implemented to move us from 'High Performing' to 'Outstanding'

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	94%	89%
this is a good school (S2035)	100%	94%	89%
their child likes being at this school* (S2001)	97%	91%	96%
their child feels safe at this school* (S2002)	100%	94%	100%
their child's learning needs are being met at this school* (S2003)	87%	88%	93%
their child is making good progress at this school* (S2004)	87%	85%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	91%	82%
teachers at this school motivate their child to learn* (S2007)	93%	91%	86%
teachers at this school treat students fairly* (S2008)	97%	91%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	93%
this school works with them to support their child's learning* (S2010)	90%	88%	78%
this school takes parents' opinions seriously* (S2011)	97%	88%	81%
student behaviour is well managed at this school* (S2012)	93%	82%	89%
this school looks for ways to improve* (S2013)	100%	94%	100%
this school is well maintained* (S2014)	93%	88%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	98%	91%
they like being at their school* (S2036)	79%	97%	91%
they feel safe at their school* (S2037)	86%	97%	88%
their teachers motivate them to learn* (S2038)	100%	100%	96%
their teachers expect them to do their best* (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	95%
teachers treat students fairly at their school* (S2041)	88%	94%	88%
they can talk to their teachers about their concerns* (S2042)	89%	95%	86%
their school takes students' opinions seriously* (S2043)	82%	97%	94%
student behaviour is well managed at their school* (S2044)	89%	88%	73%
their school looks for ways to improve* (S2045)	93%	100%	95%
their school is well maintained* (S2046)	96%	95%	86%
their school gives them opportunities to do interesting things* (S2047)	91%	100%	85%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		92%	84%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	91%
their school takes staff opinions seriously (S2076)		100%	88%
their school looks for ways to improve (S2077)		96%	97%
their school is well maintained (S2078)		100%	84%
their school gives them opportunities to do interesting things (S2079)		92%	88%

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

'Agree' represents the 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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	95,032	1,216
2012-2013	92,377	1,816
2013-2014	97,452	1,051

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

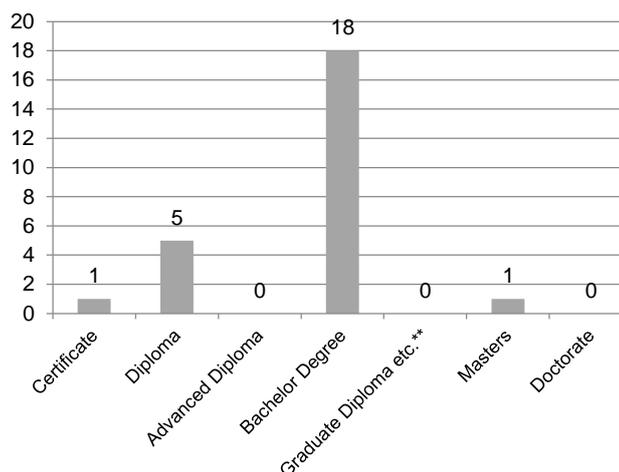
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	19	0
Full-time equivalents	22	11	0

Qualification 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 2014 were \$6035.97. With additional time being devoted to Professional Development through regular staff meetings.

The major professional development initiatives are as follows:

- Improvement in Literacy and Numeracy Performance
 - 'Success School' in semester 1 2014. Readjusted our staffing allocation to enable position to continue in Semester 2
 - Teacher planning with support staff for differentiated activities
 - Engaged Teacher-aides in the same development programs and teachers
- Australian Curriculum implementation in 2013.
 - Use of C2C units of work
 - QSA Professional Development Program
- Pedagogical framework – Art and Science of Teaching
 - Continued with key staff working with teachers on aligning Design Questions 1,5,6 and 7

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%

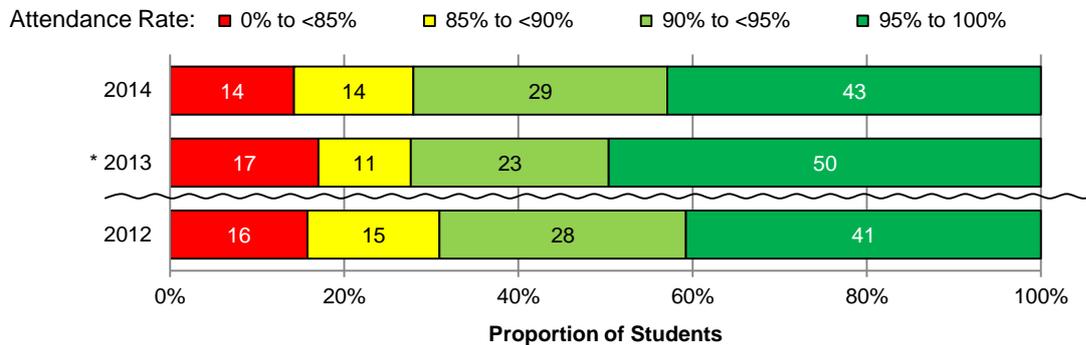
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	92%	92%	93%	91%	91%	91%					
2013	90%	93%	93%	93%	92%	89%	92%					
2014	93%	93%	93%	91%	94%	93%	93%					

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 after 2012 to that of previous years.

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/>.

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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 2014, indigenous students represented 8.4% of our student population.

In the area of attendance our indigenous students on average attend 91.7% of the school year which is an increase from 89.2% in 2013 and 86% in 2012. In comparison with our non-indigenous students who attend 92.5% of the school year.

Within the areas of Reading, Writing and Numeracy the gap between our non-indigenous mean and the indigenous mean was smaller than the gap for QLD State Schools in 7 out of 9 areas.

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