Bargara State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Welcome and thank you for taking the time to read our 2015 School Annual Report. The purpose of this report is to provide parents and members of the community with information about the outstanding progress our school has made in 2015. 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 2015

Bargara State School is continually focussed on improving student learning.

2015 NAPLAN results reinforced the outstanding results from 2014. The progress made by our Year 5 students from year 3 to 5 was identified by ACARA as 'significantly above average gain'. Bargara State School was identified in the top 3% or top 300 /10000 schools in Australia for 'significantly above average gain' for the areas of Reading and Numeracy.

These results are a combination of many facets :

Successful Learners

- Continued to implement the Australian Curriculum
- Improved student attendance in 2015. Target was 92.2%. Achieved 92.3%
- Upper 2 Bands Priority. Flagged as statistically **above** 'Similar' QLD schools in 7/10 NAPLAN areas
    o Ensured a variety of processes are in place for the identification of possible U2B students
    o Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Support Teacher Literacy & Numeracy, UNSW testing)
    o Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Great People

- Implement comprehensive professional development programs for all staff in line with school wide initiatives
- Established specific school goals to ensure consistent school wide implementation
- Continued to use feedback channels to implement processes to monitor staff and personal wellbeing
- Key literacy and numeracy improvement strategies
    o Embeding a balanced reading program
    o Embeding 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.
- Aligning reading framework to Pearson's Gradual Release of Responsibility Model
- Embeding comprehension strategies into the reading procedures

High Standards

- Continued to use available data sources (school and systemic) to identify strengths and weaknesses
- Continued to focus data analysis in line with school identified reading focus
- Continued to work on the development of recommendations from latest audit report.

Engaged partners

- Getting Ready For Secondary School
    - Involved year 6 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

Future outlook

Bargara State School will continue to focus 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
- Continue to support those students who do not meet National Minimum Standards

Great People
- Ensure staff have the capabilities to implement the ACARA priorities
- Continue to focus on reading as our key improvement agenda
- Continue to have clear whole school approaches to the teaching of reading
- Establish a school wide phonograms program
- 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
- Support staff to use available data to moderate student achievement

High Standards
- Continue with our explicit improvement agenda focus on Reading
- Continue to 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
- Create / strengthen partnerships with local child care agencies to support student transition to Prep in 2017

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	373	175	198	29	86%
2014	368	171	197	31	89%
2015	330	144	186	34	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Bargara State School is a part of a provincial city. Students who attend our school come from a variety of backgrounds. We experienced a decrease in student enrolments from 2014 – 2015 with the move of Year 7 to High School. Student enrolments since this time have continue to increase with 2015 experiencing a larger than normal 2015 Prep cohort of 58.

The continuity of students for the year indicates that 91% of the student body remained consistent through the year. This has been steadily increasing over past years.

In 2015 we had approximately 5% of our students who had an Education Adjustment Program in place. There are a number of different religions represented within the school and an Indigenous population in February 2015 of 9%

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	22
Year 4 – Year 7 Primary	23	21	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**

Short Suspensions - 1 to 5 days	5	3	5
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

- Bargara State School utilise the C2C materials as a base for curricululm planning
- Differentiation is applied to units to support student learning – Extension and Support
- Education support plans are in place for students with diagnosed and verified special needs
- Assessment is collected in line with assessment pieces outlined in C2C materials
- School based assessment such as reading skills / levels are administered to inform future planning
- Systemic testing is completed in line with specified guidelines
- '7 Habits of Highly Effective People'- embedded in the curriculum to support students
- We adopt (where appropriate) school wide approaches for consistency
- Students in Years 5 and 6 study Japanese for 1 ½ hr per week
- Over 35 Ipads utilised by students throughout the school (P-6)
- Use of Microsoft tablets through the school

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

How Information and Communication Technologies are used to improve learning

Bargara State School in 2015 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 when working with our special needs teacher.

Teachers plan for students to use computers as part of their classroom activities. This has again been supported in 2015 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.

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 2015.

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 continued to utilise our Chaplain and Guidance Officer to support students at variours times and for various reasons. Our Chaplin also provided a leadership course for our year 6 students which culminated in a walk to Mt Walsh.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	89%	90%
this is a good school (S2035)	94%	89%	90%
their child likes being at this school (S2001)	91%	96%	100%
their child feels safe at this school (S2002)	94%	100%	100%
their child's learning needs are being met at this school (S2003)	88%	93%	85%
their child is making good progress at this school (S2004)	85%	89%	84%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	82%	90%
teachers at this school motivate their child to learn (S2007)	91%	86%	90%
teachers at this school treat students fairly (S2008)	91%	89%	90%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	95%
this school works with them to support their child's learning (S2010)	88%	78%	90%
this school takes parents' opinions seriously (S2011)	88%	81%	89%
student behaviour is well managed at this school (S2012)	82%	89%	95%
this school looks for ways to improve (S2013)	94%	100%	95%
this school is well maintained (S2014)	88%	93%	95%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	91%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they like being at their school (S2036)	97%	91%	89%
they feel safe at their school (S2037)	97%	88%	93%
their teachers motivate them to learn (S2038)	100%	96%	95%
their teachers expect them to do their best (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	95%	95%
teachers treat students fairly at their school (S2041)	94%	88%	86%
they can talk to their teachers about their concerns (S2042)	95%	86%	90%
their school takes students' opinions seriously (S2043)	97%	94%	91%
student behaviour is well managed at their school (S2044)	88%	73%	86%
their school looks for ways to improve (S2045)	100%	95%	96%
their school is well maintained (S2046)	95%	86%	89%
their school gives them opportunities to do interesting things (S2047)	100%	85%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	92%	84%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	95%
student behaviour is well managed at their school (S2074)	100%	100%	95%
staff are well supported at their school (S2075)	100%	91%	86%
their school takes staff opinions seriously (S2076)	100%	88%	81%
their school looks for ways to improve (S2077)	96%	97%	100%
their school is well maintained (S2078)	100%	84%	67%
their school gives them opportunities to do interesting things (S2079)	92%	88%	81%

# '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 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

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- 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 publish the class 'Student of the Week' in the newsletter on the Friday before parade to provide parents with the opportunity to plan to attend. We also hold special parades for certain occasions such as a 'School Leaders Induction.'

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

Parents are also invited to attend Student / Parent / Teacher interviews twice each year. At these meetings students goals are set for future achievements. Parents are also encouraged to contact their child's teacher at any time necessary.

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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	92,377	1,816
2013-2014	97,452	1,051
2014-2015	102,518	1,138

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	22	20	0
Full-time equivalents	19	12	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	4
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**22**
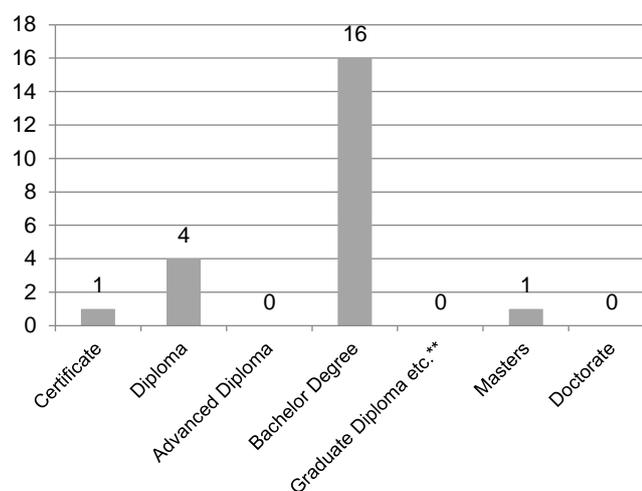
*Teaching staff includes School Leaders

**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 2015 were:

- Money for registrations and release - $6405.90.
- Master Teacher purchase 0.4 FTE - $46 800
- 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
  - Master Teacher role. Readjusted our staffing allocation to enable full time position (school purchase of FTE 0.4)
  - Teacher planning with support staff for differentiated activities
  - Engaged Teacher-aides in the same development programs and teachers
- Australian Curriculum implementation in 2015.
  - Use of C2C units of work
- 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	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	89%

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

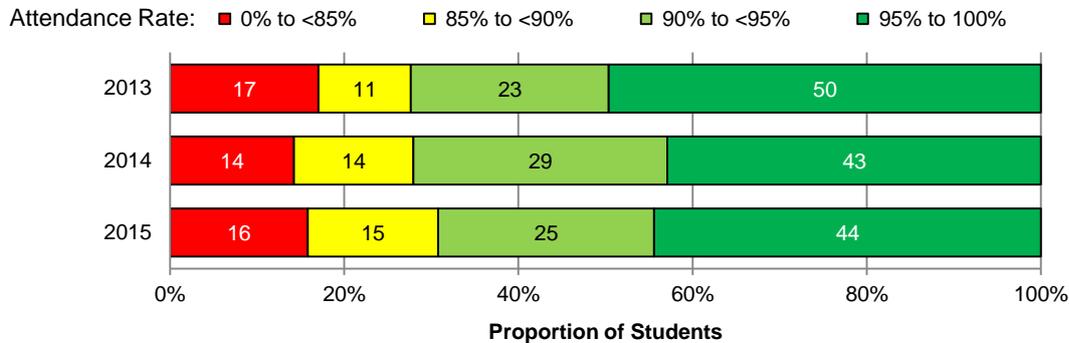The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	90%	93%	93%	93%	92%	89%	92%					
2014	90%	93%	93%	93%	91%	94%	93%	93%					
2015	91%	91%	93%	94%	92%	92%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	17	11	23	50
2014	14	14	29	43
2015	16	15	25	44

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.**

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Find a school

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

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