

Biloela State School (1822)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Mr Matthew Sahlqvist - Principal

Principal's foreword

Introduction

This report provides an overview of the achievements, developments and challenges for Biloela State School during the 2012 school year. The report is written in three sections; our school at a glance, our staff profile and student achievement.

Our school at a glance details the school profile, curriculum offerings, school climate and parent, student and staff satisfaction with the school. This section also describes how parents are involved in their child's education.

Our staff profile outlines the composition of the staff at Biloela, teacher qualifications, expenditure on professional development, staff attendance and retention.

The section about student achievement provides information on student attendance and student achievement on systemic measures in years 3, 5 and 7.

As well as being published on the school website, this report is presented to the P&C Association at their July meeting. It is also published as part of the school newsletter and provided as a hardcopy, available in the foyer at school.

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School progress towards its goals in 2012

The Biloela State School foci for 2012 were as follows,

Implementation and review of the Australian Curriculum – continued development and modification of C2C units to meet student and school context. Implemented English, Maths and Science curriculum. Each term curriculum committees review ACARA programs and alignment to school curriculum plan. Curriculum team leaders meet with administration to discuss school progress.

A comprehensive, transparent and focussed 100 day NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students was developed – implemented and continual review, after completion of NAPLAN and release of school results monitor success and progress towards school achievement goals. Review plan to build link to Explicit Instruction

Implementation of developing Performance Plans for administrators and teaching staff – developing, Principal submits PPDP on line and school investigated Deputy Principal and Head of Special Education investigated submitted performance plan through my HR. Staff have half yearly meetings with admin team review performance development plans.

OneSchool used as the operational environment for school data, plans and financial operations – consolidating, school assessment results recorded in Oneschool, school excursion planner used for excursions and camps, C2C units recorded in OneSchool embedded. All financial operations completed through OneSchool, embedded.

Raise school profile to parents/community – implemented and maintaining, School and Community links forged through increased teacher contact of positive classroom news and P&C events, results reflected in positive achievement in school opinion survey data and increase enrolment in prep. All classes held introductory class meetings in the February to share class and school expectations and offer the opportunity for parents/carers to be involved in the classroom. Teacher Aide works with classroom teachers and specialist staff to write and publish school good news stories.

Future outlook

The Biloela State School foci for 2013 are as follows:

- ❖ Explicit teaching
- ❖ Reading and Comprehension Skills
- ❖ Teacher use of student data in a planned manner
- ❖ Biloela Way – Explicit school wide approaches to high yield pedagogy and relationships
- ❖ All staff members promote and demonstrate strong positive relationships with parents as partners to improve all students' achievements, attendance and engagement in learning
- ❖ Closing the Gap in Academic and attendance areas.

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	385	172	213	92%
2011	384	176	208	89%
2012	380	177	203	87%

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

Characteristics of the student body:

Biloela SS is an inclusive school, where we challenge and support a diverse student population from Prep to 7, including Indigenous students, students with disabilities, students of migrant families, gifted students, and students with a wide range of learning, social/emotional and medical needs. The mobility rate from year to year remains at about 20%, with many families moving to other locations for work. MySchool website shows that 57% of our students are in the bottom quartile for the Index of Community and Socio-educational advantage.

Of our entire student population approximately 14% of our students identify as Aboriginal or Torres Strait Islander. The school also has 16% of students that speak English as a second language. Our school is resourced with Special Education Programs and approximately 16% of our students are diagnosed with a disability. Biloela State School offers an Early Childhood Development Program for children who are aged birth to pre-Prep and have low incidence disabilities.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	21
Year 4 – Year 7	25	27	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	48	12	17
Long Suspensions - 6 to 20 days	7	<5	<5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings.

In addition to the standard curriculum provide by all Queensland state schools, our school also provides:

- ❖ Special Education Program from birth to Year 7, including schools in the Callide cluster
- ❖ Primary Connections (Science Program)
- ❖ Extension/Gifted Program
- ❖ ESL Program (English as a Second Language)
- ❖ Instrumental Music Program
- ❖ Visual Arts program
- ❖ QESSI (Queensland Environmental Sustainable School's Initiative) and EarthSmart School
- ❖ Homework Club

Extra curricula activities

- ❖ Choir – Senior and Junior: Community performances by Music department
- ❖ Eisteddfod – Music, Speech and Drama
- ❖ Computer Club
- ❖ Active After School Sport
- ❖ Callide Valley Show entries
- ❖ Recycling program, in conjunction with Banana Shire Council
- ❖ Central Valleys Sport Events (Rugby League, Soccer, Netball, Touch Football, Swimming, Cricket and Athletics)
- ❖ Anzac Day March and Services
- ❖ Camps: Year 7 Leadership Camp and Year 6 camp
- ❖ Class excursions supported by REAP (Remote Educational Assistance Program)
- ❖ Competitions – APSMO (Australasian Problem Solving Maths Olympiads), UNSW (University of NSW) – English, Maths, Science
- ❖ School Discos
- ❖ Under 8's day
- ❖ ESL extension
- ❖ LABS on LEGS – fun physics, body works
- ❖ Drama workshops facilitated through Bilo High
- ❖ Australian Mathematics competition through Bilo high school
- ❖ Persuasive speaking comp
- ❖ Year 5 sport mentoring with year 10's Bilo high
- ❖ Premiers reading challenge
- ❖ Book week
- ❖ Harmony day
- ❖ Multicultural day
- ❖ NAIDOC
- ❖ CQ careers trailer
- ❖ Rotary careers market
- ❖ Adolescent development talk
- ❖ Indigenous performance
- ❖ Cartooning

How Information and Communication Technologies are used to assist learning

- ❖ During 2012 interactive whiteboards were installed in all classrooms
- ❖ Student assessment included presentations using components of Microsoft Office – Word, PowerPoint, and Excel.
- ❖ Educational Software continued to form part of classroom activities – to practise and reinforce knowledge and skills.
- ❖ Teachers, including teachers of the Special Education Program, integrate the use of ICTS in all

Our school at a glance

aspects of teaching and student learning across all Key Learning Areas.

- ❖ Lexia reading program was a whole school focus with certificates presented on parades
- ❖ Project 600
- ❖ ipads
- ❖ listening posts
- ❖ cameras to track student progress and for students to record learning episodes
- ❖ Easi-speak and Easi-View
- ❖ Digital microscopes

Social climate

To support students' emotional and social growth, "Focus Forty", a whole-school social skills program, and the program, Friends for Life, targeted classes and small groups of students. These were conducted by class teachers and the school's Chaplain.

Formal processes to identify need and support allocation occur through Student Support meetings. These are attended by teachers, administration, Guidance officer, Behaviour Management Guidance Officer, Learning Support Teacher, and Head of Special Needs. Close links also exist between Education Queensland District staff including Advisory Visiting Teachers, Behaviour Management itinerant teachers and community service agencies such as Anglicare, Chaplains, Department of Child Safety, Disability services, Community Resource Centre and others.

Behaviour Parades were held at the end of each term to publicly recognise positive behaviour throughout the school. Students were recognised by 'Student of the Week Awards' on Parade. The school contacts to before parade allowing them to witness the student receive an award. Parents are encouraged to share in their child's learning journey through parent information sessions, interviews, attendance in class for events and presentations at the completion of units of work.

Our Bullying Response Strategy is articulated in our Anti-Bullying Policy. Students are explicitly taught anti-bullying messages through our Virtues Program. Incidences of bullying are taken seriously and referred to the admin team for investigation. Referrals to our guidance officer, behaviour support teacher and chaplain may be instigated, as well as behaviour logs and mediation sessions as appropriate. All incidents are recorded in the 'OneSchool' Database.

The P&C held discos each term for all students in the school. These allowed students, staff and parents to mix in a social context.

Parent, student and staff satisfaction with the school

At Biloela State School we are committed to involve parents in their child's education. We believe that through greater knowledge of and participation parents will gain greater appreciation for all of the aspects of the school.

Parents' and students' level of satisfaction as expressed in the Opinion Survey showed a strong achievement in how they view the school and its educational programs.

97% of staff are satisfied that they have a good working relationship with other staff and 95% are happy working in the school.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.2%
this is a good school	95.0%
their child likes being at this school*	95.2%
their child feels safe at this school*	90.5%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
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*	95.2%
teachers at this school motivate their child to learn*	95.2%
teachers at this school treat students fairly*	89.5%
they can talk to their child's teachers about their concerns*	95.2%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	76.2%
this school looks for ways to improve*	95.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.1%
they like being at their school*	98.5%
they feel safe at their school*	88.6%
their teachers motivate them to learn*	97.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	95.5%
teachers treat students fairly at their school*	95.7%
they can talk to their teachers about their concerns*	91.2%
their school takes students' opinions seriously*	91.3%

Our school at a glance

student behaviour is well managed at their school*	76.8%
their school looks for ways to improve*	98.6%
their school is well maintained*	94.1%
their school gives them opportunities to do interesting things*	98.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	89.1%
with the individual staff morale items	97.1%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We appreciate the support of parents in working with us as a united team to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with regular opportunities to meet with teachers and the administration team. Contributing to school activities likes of transport, coaching for interschool sport, participating as classroom helpers, walkathon, Discos, tuckshop and being involved in formal structures including P&C.

The school has the Biloela Indigenous Education Advisory Group which meets each month and hold community BBQs each term. BIAG provides the opportunity for indigenous members of the school and local community to be involved and share ideas for the development of the school. We value and acknowledge the work of parents at our annual Volunteers Morning Tea as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, assemblies and learning celebrations. Our supportive P&C actively fundraise to enhance school resourcing.

The school continued to participate in "The Ready Readers Program" training volunteers and parents in assisting students with reading. From the training parents have been encouraged and taken up the opportunity to join classes and the schools junior reading program.

Reducing the school's environmental footprint

In 2012, Biloela State Primary School continues its commitment to the Earth Smart Science, School sustainability scheme. We have made progress under this project in the areas of Education, Environment, Community and Economic. Under each of these areas the schools main goal was to minimise the amount of water, electricity used by the school, decrease the amount of was produced and increase biodiversity.

Education

This area focuses on increasing teachers understanding of Education for Sustainability and linking this with the Australian Curriculum and C2C units. This was achieved through professional development provided by members of the community, professionals and fellow staff members.

Environmental

Education for Sustainability was included in school policy documents, planning and curriculum. The schools SEMP (School Environmental Management Plan) increased staff and community awareness around our commitment to sustainable practices. Class groups displayed the ways they can and do minimise wastage of water, electricity, as well as decreasing the level of waste our school produces.

Social

Strong partnerships were developed with the community last year when writing and implementing our SEMP. The Banana Shire Council has been the main contributor to the schools ability to perform projects to add to their commitment. The council provide the school with support and materials to complete Clean up Australia day and Plant a Tree day. The school community each year also participates in Earth Hour and Energy Safety week.

Economic

The school has continued to see savings on water, by installing vandal-proof taps, drinking taps with automatic turn off mechanisms and continuing to use Desert Cubes in the boys urinals (which saves the school over 800 000 litres of water a year). School has installed rainwater tanks on all buildings supplying water for drinking, toilets and irrigation. Classrooms that have been fitted with air conditioners all have timers to turn them off during breaks. All light bulbs with low energy bulbs. Students are energy conscious and turn off lights, fans and computer monitors when they have finished. The school was successful under the National Solar Schools Program to the value of \$50000 dollars to install solar panels and water tanks. Instillation of these products occurred during 2012.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	145,976	9,840
2010-2011	140,709	2,043
2011-2012	31,216	4,324

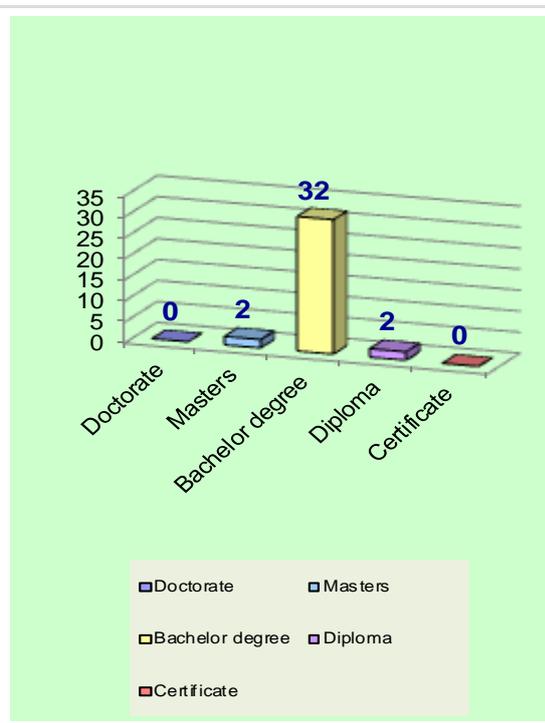
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	18	<5
Full-time equivalents	30.3	11.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	32
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$23000.

The major professional development initiatives are as follows:

- ❖ Explicit Teaching
- ❖ Principals as Literacy Leaders in Indigenous Communities
- ❖ Grant Webb – Poverty Workshop
- ❖ Kay Rankin – Explicit Teaching of Reading
- ❖ Joffa – cartooning
- ❖ OneSchool – Roll marking and Unit Planning
- ❖ PM benchmarking – Anita Reinkes and Coralie Baldwin
- ❖ Lee Willet – Naplan Writing
- ❖ Indigenous Benchmarking and Band Scaling
- ❖ First Aid Training

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

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.4%	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.7% 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.

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%.			

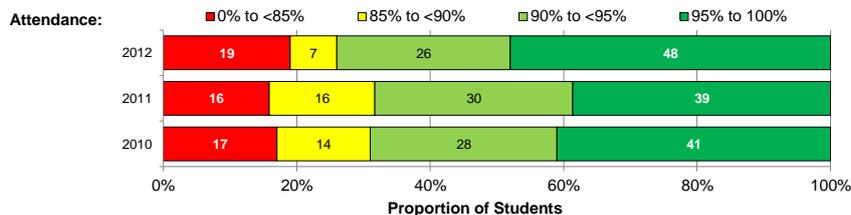
Student attendance rate for each year level (shown as a percentage)

	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	89%	92%	94%	92%	91%	90%	91%	N/A	N/A	N/A	N/A	N/A
2011	90%	91%	91%	92%	91%	92%	90%	N/A	N/A	N/A	N/A	N/A
2012	90%	90%	90%	93%	93%	90%	94%	N/A	N/A	N/A	N/A	N/A

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.

Should a child/ren be absent from school, parent/carers are required to contact the school by note or phone to state the child's name and the reason for the absence. School Rolls are marked twice daily at approximately 9am and 12pm. Rolls are collected by the office every Wednesday and Friday and attendance data entered on OneSchool. The school now has electronic Roll Marking for years 2 – 7 with students with poor attendance marked in the principals Attendance Alert list in OneSchool.

Administration will view all unexplained absences each week and will contact teachers if further clarification is required. Administration search for obvious patterns and absences which may raise concern. Any on-going and / or unexplained absences are followed up by phone call from the teacher or administration.

Chapter 9 of the Education (General Provisions) Act 2006 is about Compulsory schooling. Part 1 Division 1 explains the parents' obligations.

Section 176 "Obligation of each parent" of the legislation states:

(1) "Each parent of a child who is of compulsory school age must –

(a) ensure the child is enrolled at a State school or non-State school; and

(b) ensure the child attends the State school or non-State school, on every school day, for the educational program in which the child is enrolled; unless the parent has a reasonable excuse."

Any students who arrive at school after 8:50 are required to sign their name in the late book in the office.

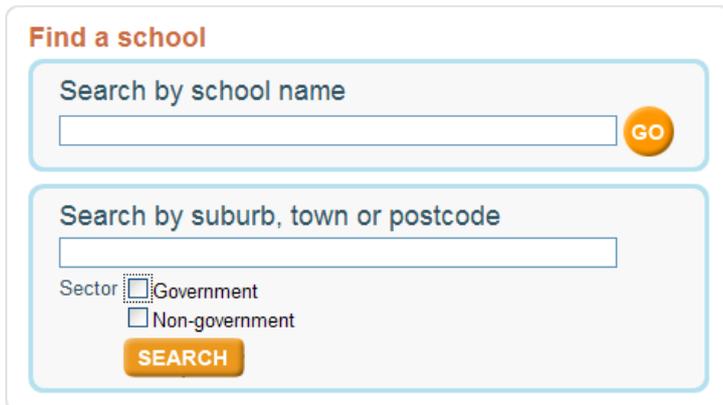
If a child/ren are collected during the school day they are required to sign the early departure register in the office. This register is vitally important in the event of an emergency so the school is able to account for all.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Biloela State School's Indigenous data indicates that the Gap between Indigenous and Non Indigenous students in Year 7 has shown strong improvement in all areas with no gap in writing. Year 5 data indicates that the gap has decreased in reading remained the same in numeracy and grown in writing. For year 3's the gap has almost halved in reading but has grown in numeracy and writing

There continues to be a large gap in attendance between Indigenous and Non-Indigenous students. In 2012, Indigenous attendance rate dropped by 3% from 2011 to 81%, Non-Indigenous attendance was 92.5% in 2012. In 2012 there were 18 students identified as attending school less than 50% of the time while 45 students attended more than 90%.