Biloela State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report provides an overview of the achievements, developments and challenges for Biloela State School during the 2015 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 and 5.

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.

School progress towards its goals in 2015

The Biloela State School foci for 2015 are as follows:

Key priorities	Results
Explicit teaching	All classroom teachers capably implemented the C2C for the teaching of English, Maths and Science. Adjustments were made as necessary Principal and English Curriculum Leader participated in Explicit Instruction Network meetings and Professional Development. All teachers engaged with Explicit Teaching through Professional Development sessions with regions PEAC
Core Priority - Reading	Positive achievements in data sets for year three and seven in 2015 were evident. Most Biloela targets in year 3 were achieved at both the national minimum standard and upper two bands levels in reading, grammar and punctuation, numeracy, writing and spelling. The Great Results Guarantee funding supported early intervention for students to help them move towards improvement.
School Wide Curriculum Plan	Rewrote the school curriculum plan, Aligning to latest ACARA documents for each KLA and embeding School Pedagogical Framework
Closing the Gap in Academic and attendance areas.	Indigenous parents and community members participated in Biloela Indigenous Advisory Group meetings; Parent liason officer employed, Indigenous teacher aides employed. PACE worker worked closely with school and families to share school intiatives and succeses.

Future outlook

Key areas for improvement in 2016 are:
- ➢ **Writing** - Focus on teaching of writing, writing explicitly taught, goal setting and moderation
- ➢ *Reading* – Explicit Instruction, Know your learners, Student and class goal setting with precise reading targets for all year levels.
- ➢ ***Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students*** – Quality explicit teaching practices, Indigenous learning plans and working in collaboration with the Biloela Indigenous Advisory Group.
- ➢ **Developing Capability** – Teaching staff complete the AITSL online teacher self-assessment tool. Staff have professional development plans aligned to professional standards

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	376	170	206	49	93%
2014	354	148	206	38	89%
2015	311	137	174	34	90%

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:

Biloela State School is an inclusive school, where we challenge and support a diverse student population from Prep to 6 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 10%, with many families moving to other locations for work. MySchool website shows that 46% of our students are in the bottom quartile for the Index of Community and Socio-educational advantage.

Of our entire student population approximately 11% of our students identify as Aboriginal or Torres Strait Islander. The school also has 14% 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	26	29	25
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	15	7	6
Long Suspensions - 6 to 20 days	0	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

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

- ➢ Lexia Reading Program and Reading Eggs
- ➢ Perceptual Motor Program
- ➢ Special Education Program from birth to Year 7, including Callide Cluster Schools
- ➢ Primary Connections (Science Program)
- ➢ Extension/Gifted Program
- ➢ ESL Program (English as a Second Language)
- ➢ Instrumental Music Program
- ➢ Visual Arts program
- ➢ EarthSmart School
- ➢ Indigenous Homework Club

Extra curricula activities

- ➢ Choir – Senior and Junior: Community performances by Music department
- ➢ Eisteddfod – Music, Speech and Drama
- ➢ Games
- ➢ 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
- ➢ Year 6 Leadership 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

- Family movie nights
- Under 8's day
- LABS on LEGS – fun physics, body works
- Drama workshops facilitated through Biloela High School
- Australian Mathematics competition through Biloela High School
- Callide Valley Persuasive Speaking Competition
- Year 5 sport mentoring with year 10's Biloela High School
- Premiers reading challenge
- Book week
- Harmony day
- Multicultural day
- NAIDOC
- CQ careers trailer
- Rotary careers market
- Adolescent development talk
- Indigenous performance
- Indigenous Healthy Eating Program
- Multi cultural celebration week

How Information and Communication Technologies are used to improve learning

- 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 aspects of teaching and student learning across all Key Learning Areas
- Lexia reading was a whole school focus with certificates presented on parades
- Project 600, Unify and booster were accessed as extended learning programs
- ipads
- Cameras to track student progress and for students to record learning episodes
- Easi-speak and Easi-View
- Infrastructure allows every class access to access several classroom computers which they can use for their school work, projects and homework
- Students further have access to access specific resources and programs through Education Queensland's web based Learning Place
- Teachers have access to a wide range of network based literacy and numeracy software which is used daily to enhance learning in the classroom
- School invests in upgrading bandwidth to lift internet speeds

Social Climate

To support students' emotional and social growth, "Focus Forty", a whole-school social skills program, and the program, targeted classes and small groups of students. These were conducted by class teachers and the school's Chaplain. The school also enrolled in the Kids Matter Program.

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

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

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	95%	100%
they like being at their school (S2036)	96%	100%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	87%	98%	96%
their teachers motivate them to learn (S2038)	96%	98%	100%
their teachers expect them to do their best (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	98%	99%
teachers treat students fairly at their school (S2041)	97%	96%	94%
they can talk to their teachers about their concerns (S2042)	86%	98%	94%
their school takes students' opinions seriously (S2043)	88%	98%	97%
student behaviour is well managed at their school (S2044)	77%	89%	97%
their school looks for ways to improve (S2045)	96%	100%	97%
their school is well maintained (S2046)	92%	98%	97%
their school gives them opportunities to do interesting things (S2047)	96%	95%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	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)	85%	94%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	95%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	97%
staff are well supported at their school (S2075)	85%	100%	94%
their school takes staff opinions seriously (S2076)	92%	94%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	96%	94%	97%
their school gives them opportunities to do interesting things (S2079)	88%	97%	94%

# '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

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.

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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.

Reducing the school's environmental footprint

In 2015, 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. 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. School undertakes a yearly visit to local refuse centre to examine ways Biloela manages and reuses waste.

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. The school community each year also participates in Earth Hour and Energy Safety week.

Economic

School finalised installation of rainwater tanks on all buildings supplying water for drinking, toilets and irrigation. Classrooms that have been fitted with air conditioners or coolers and 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	151,239	4,856
2013-2014	190,630	4,965
2014-2015	152,436	5,274

*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	31	18	<5
Full-time equivalents	25	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	**31**
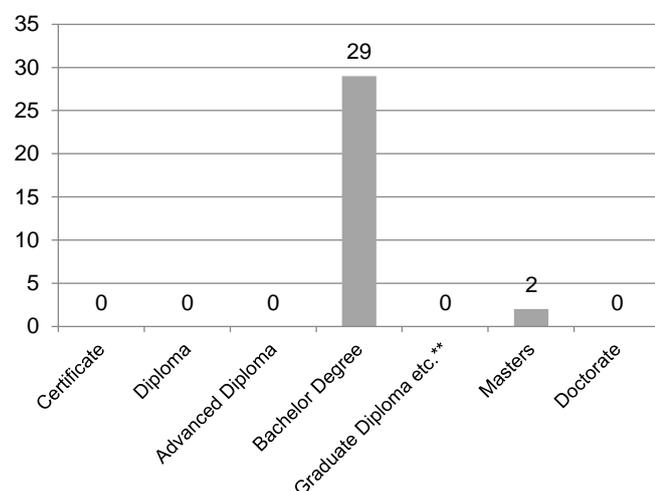
*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $21000

The major professional development initiatives are as follows:
- 7 steps to writing
- Collaborative project with other regional schools and Yvana Jones in writing development
- Moderation and Planning days
- Explicit instruction
- OneSchool training – unit and curriculum development

- First Aid
- Higher Order Thinking (Differentiation)
- Code of Conduct & Ethical Decision Making and Student Protection Training
- Asbestos Awareness and Workplace, Health and Safety/ Wellness training
- Collegial visits, peer coaching and feedback
- Teacher Aide training – literacy
- State Principals conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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.**

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| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

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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.

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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).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	86%

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.

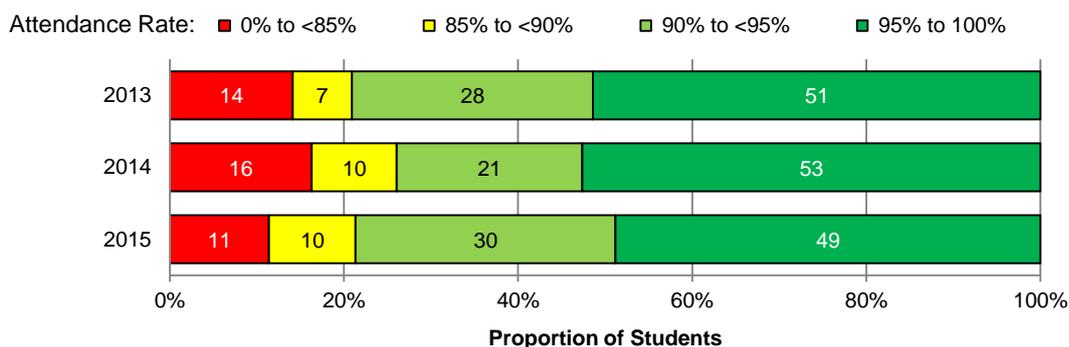The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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	93%	92%	93%	92%	93%	93%	95%	93%					
2014	90%	92%	92%	95%	92%	91%	93%	93%					
2015	92%	90%	94%	94%	94%	93%	93%						

*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	14	7	28	51
2014	16	10	21	53
2015	11	10	30	49

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.

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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. OneSchool Rolls are monitored by the office every Wednesday and Friday. With electronic Roll Marking for Prep – 7 students with poor attendance are 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.

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

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Suburb, town or postcode

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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.