

Queensland State School Reporting – 2011

Biloela State School (1822)



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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 2011 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.

School progress towards its goals in 2011

The key foci for 2011 were significantly focused around maximising the opportunities that new and upgraded facilities provide for student learning and engagement. All Building the Education Revolution construction works were completed and these facilities are used heavily already by school and community.

Whole School Curriculum Plan has been developed and was implemented in 2011. Curriculum committees reviewed English, Mathematics and Science for alignment and the implementation of Australian Curriculum in 2012. Awareness of the need for explicit teaching and assessing of Ways of Working were a key topic for professional dialogue.

Copies of Responsible Behaviour Plan for Students were given to all staff, reproduced on our webpage, placed in enrolment packs, and available on call at office. CARS posters have been described to students and are displayed throughout the school. Student of the Week awards are given in line with CARS and recorded on OneSchool. Extra teachers are on playground duty and eating areas for Yrs. 5-7 and Prep-4 have been separated. Student suspensions reduced from 55 in 2010 to 13 in 2011.

Future outlook

The Biloela State School foci for 2012 are as follows:

- Explicit teaching in Reading Comprehension
- Teacher use of student data in a planned manner
- Increase student numbers in upper 2 bands in 3, 5 and 7 Naplan reading
- Review implementation of ACARA implementation for Maths, English and Science
- All staff members promote and demonstrate strong positive relationships with parents as partners to improve all students' achievements, attendance and engagement in learning

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
384	176	208	90%

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 staff 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.6
Year 4 – Year 10	27.1
Year 11 – Year 12	N/A
All Classes	25.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	12
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

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

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
- * Y-Lead (Leadership program for students in Years 6 and 7)
- * Camps: Year 7 Leadership Camp and Year 6 camp
- * Walk-a-thon
- * 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

How Information and Communication Technologies are used to assist learning

- ❖ During 2010 interactive whiteboards were installed in all classrooms including 3 SEP classes and LOTE room.
- ❖ Upgraded 28 computers in computer lab
- ❖ Student assessment included presentations using components of Microsoft Office – Word, PowerPoint, and Excel.
- ❖ All teaching staff issued with HP laptops as part of CFT program.
- ❖ 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.

Social climate

To support students' emotional and social growth, "The Virtues Project", 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

Our school at a glance

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 and chaplain may be instigated, as well as behaviour logs and mediation sessions as appropriate. All incidents are recorded in the 'One School' 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 teacher 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' level of satisfaction as expressed in the Opinion Survey shows generally around 25-30% of parents selecting the Neutral response.

Students' results also had a high percentage of Neutral responses.

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

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	65%
Percentage of parents/caregivers satisfied with their child's school	70%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%
Percentage of staff members satisfied with morale in the school	87%

DW – Data withheld

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, tuckshop and being involved in formal structures including P&C.

The school has initiated the Biloela Indigenous Education Advisory Group which meet each term and hold community BBQs. 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 participated 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011, 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.

Environmental footprint indicators, 2010-2011

	Electricity Kw H	Water KL
2011	140,709	2,043
2010	145,976	9,840
% change 10 - 11	-4%	-79%

Our staff profile

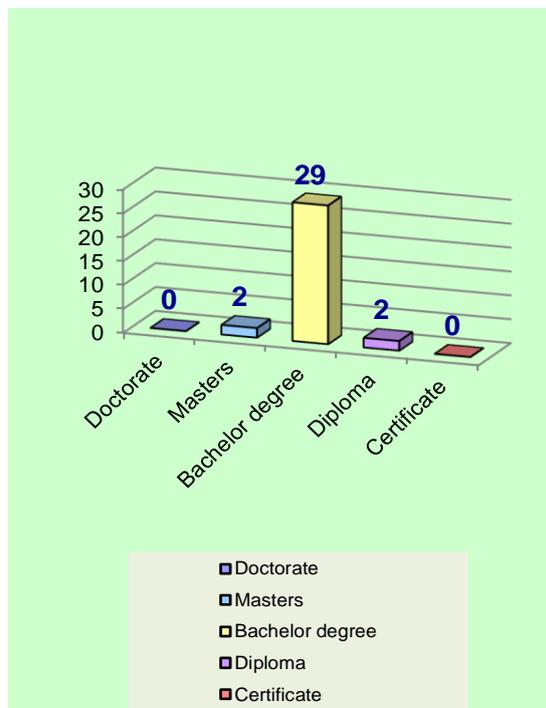
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	19	<5
Full-time equivalents	29	12	<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	29
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$34359.

The major professional development initiatives are as follows:

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- ❖ Easi-teach training
- ❖ Team Boards
- ❖ ACARA
- ❖ School Curriculum Plan
- ❖ Biloela Data Story
- ❖ C2C workshops
- ❖ Curriculum Activity Risk Assessment
- ❖ Professional Development Framework

Our staff profile

- ❖ School Community Perceptions
- ❖ Learning Place
- ❖ Principals As Literacy Leaders in Indigenous Communities
- ❖ Bridging the Language Gap
- ❖ Indigenous Band Scaling
- ❖ Moderation workshop
- ❖ Seven steps to writing success
- ❖ Master Class in E-Learning
- ❖ ICT certificates

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 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' textbox.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

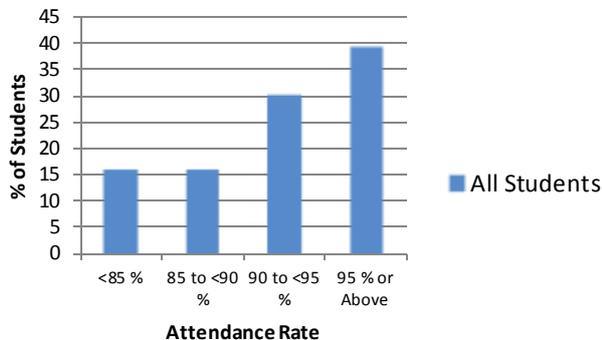
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
90%	91%	91%	92%	91%	92%	90%

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.

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 students.

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/>.

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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.

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Achievement – Closing the Gap

Biloela State School's Indigenous data indicates that the Gap between Indigenous and Non Indigenous students in Year 3 has decreased in reading and writing NAPLAN testing results in 2011. The gap was significantly reduced in Writing. In writing, the mean scale score went from 41 points difference in 2010 to 14 mean point difference in 2011. The Gap in writing is ahead of Queensland's average of 60 mean point difference.

There continues to be a large gap in attendance between Indigenous and Non Indigenous students. In 2011, Indigenous attendance rate showed continued improvement on previous years and a of 2.6% increase from 2010, showing Indigenous attendance at 84.4%.