Biloela State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Our school's vision, 'Where Individuals are Valued', and our motto, 'Aim High', underpin our commitment to our students who live in and around the rural town of Biloela.

Our core values are expressed through our Responsible Behaviour Plan for Students: CARS (i.e. Communication, Attitude to Learning, Respect, Safety). Quality teaching and learning is our priority and we strive for excellence in student achievement and staff performance. We have a strong focus on literacy, numeracy, Science, ICTs and social and emotional learning.

Biloela State School is an inclusive school, serving a diverse student population from Prep to Year 6 which includes Indigenous students, students with disabilities, students who have English as second or third language, gifted students, students with unique learning, social and emotional needs, and students from across the socio-economic spectrum. We provide a rounded education for our students through a range of programs and extracurricular activities: English, Maths, visual arts, ICT, music, physical education, Japanese, sports, multi-cultural activities, Indigenous programs and celebrations, gifted programs, community involvement, social and emotional learning programs. Our Science program reflects our commitment to developing an environmentally sustainable place of learning, reducing our ecological footprint and educating our students accordingly.

Support services are provided by our Chaplain, Guidance Officer, Support Teachers: Literacy and Numeracy, Early Years Transition Officer and Advisory Visiting Teachers. These support staff play vital roles in assisting our staff to provide relevant and timely support and extension for our students. Intervention and enhancement programs are developed, implemented and monitored regularly to ensure improvement in our students' achievements, and success socially and emotionally.

The school participates in community activities throughout the year and enjoys active support from parents and community members. Parents of Indigenous students, students with disabilities, and parents of students with English as a second language meet regularly with the school to build strong relationships and provide advice and insights into their students' strengths, unique needs, and learning programs. Community members join with our teaching staff to engage students in real-life experiences and learning (e.g. scientists, experts in their fields, local Council, local government agencies, service clubs, Indigenous community members and sporting development associations).

The Parents and Citizens Association works collaboratively with the school to support student programs, enhance resources and facilities, and to provide advice and insights into educational issues. Our school's purpose over the next three years is to make ours a highly effective school, with strong relationships, high quality performance and high quality achievement.

School progress towards its goals in 2018

Goal	Progress
Develop and implement a practice of regularly discussing student achievement and behaviour data through formal conversations with teachers.	School Leadership team through support from PEAC – Janelle Haigh identify strategies that increase numeracy achievement. Review data collection, benchmarks and targets. Develop school wide pedagogical approaches for the whole school teaching of mathematical thinking and reasoning
Collaboratively develop and implement a practice of regularly discussing student achievement and behaviour data through formal conversations with teachers.	Build teacher knowledge and understanding of Australian Curriculum with particular focus of the standards and embed in planning, teaching and assessment. Ongoing - Build consistency of teacher judgement through construction of assessment tasks aligned to the Australian Curriculum Standards and authentic moderation processes involving school cohorts and cluster moderation processes.
Collegial engagement through teacher efficacy	Ongoing - Refine and extend team meetings to all year levels with a focus on improving student outcomes through collegial teaching and learning experiences.

	Build collegial empowerment through high performing teams with clear roles and responsibilities

Future outlook

- Develop a comprehensive whole-school curriculum plan to ensure agreed AC content descriptions are taught and all students are provided with opportunities to demonstrate the AC achievement standards.
- Collaboratively develop and implement a practice of regularly discussing student achievement and behaviour data through formal conversations with teachers.
- Establish a systematic QA process to support teachers to consistently implement the Curriculum Plan.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	346	364	381
Girls	160	159	182
Boys	186	205	199
Indigenous	53	60	65
Enrolment continuity (Feb. – Nov.)	90%	90%	91%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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. MySchool website shows that 45% of our students are in the bottom quartile for the Index of Community and Socio-educational advantage (Australian average distribution is 25%).

Of our entire student population approximately 17% of our students identify as Aboriginal or Torres Strait Islander. The school also has 18% of students that speak English as a second language. Our school is resourced with Special Education Programs and approximately 12% 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.

The following table shows the average class size information for each phase of schooling.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	21
Year 4 – Year 6	25	22	17
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our curriculum places a distinct emphasis on:

- Literacy, Numeracy and Science
- The Key Learning Areas including The Arts, Technology and Health and Physical Education
- Specialist lessons including Japanese, Music, Art and Physical Education
- School has an early years transitions teacher who works beside local kindies and offers a get set for prep program in term 4

Co-curricular activities

At Biloela State School we able to offer students a wide range of extra-curricular activities include:

- NAIDOC
- NAIDOC Community School March
- Indigenous Healthy Eating Program
- Lexia Reading Program and Reading Eggs
- Perceptual Motor Program
- Special Education Program from birth to Year 6, including Cluster Schools
- Extension/Gifted Program
- Instrumental Music Program
- Earth Smart School
- Indigenous Homework Club
- Choir – Senior and Junior: Community performances by Music department
- Eisteddfod – Music, Speech, Dance and Drama
- Callide Valley Show entries
- Recycling program, in conjunction with Banana Shire Council
- Callide Valley Sport Events (Soccer, Netball, 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 night
- Under 8's day
- Callide Valley Persuasive Speaking Competition
- Premiers reading challenge
- Book week
- Harmony day
- Multicultural day
- High School transition days
- Robotics and Coding Workshops

How information and communication technologies are used to assist learning

The use of ICT within the teaching and learning environment at Biloela State School continues to grow and evolve. The staff recognise the importance of digital tools in the delivery of, and interaction with the curriculum for our 21st Century learning. All classrooms from Prep to Year Six had interactive whiteboards and internet connectivity working within a secure EQ network. The school iPad fleet was maintained to ensure all classes could access a bank of iPads and teachers integrated them into the classroom through the use of apps for reading, Lexia, Mathletics, spelling city, typing and classroom activities.

Social climate

Overview

Our school services a broad socio economic base. Staff are aware of the need to provide equity of educational outcomes for all our students and use a variety of strategies to ensure that fiscal concerns within a student's home do not eliminate opportunities for participation and learning. The Parents' and Citizens' Association is supportive in this regard and operates a second hand clothing pool as well as subsidising many school activities.

A school chaplain is employed through the National School Chaplaincy Program. The chaplain works two days a week at the school and provides pastoral care to the student body. Parents and staff are able to refer students to the chaplain for support. Similarly students can seek-out the chaplain during lunch breaks. The chaplain orchestrates various programs to support the identified needs of students.

In 2018 the school reviewed its Responsible Behaviour Plan to update it to current theories of best practice to continue to implement positive behaviour support strategies. Clear processes and procedures were established for case management for individual students to meet identified needs.

The Biloela State School community views the issue of bullying, including cyber bullying very seriously. To this end, there are a number of proactive strategies in place to address bullying that includes:

- Publishing newsletter articles addressing Bullying and cyber awareness
- Training and appointing peer mates for lunchtime support
- Playground mates program run by chaplain
- Friends program run by school guidance office and chaplain

When incidents of bullying are identified, responses by school staff address the needs of both victim and perpetrator. A range of support measures and consequences are applied. These are outlined in the "Responsible Behaviour Plan for Students" in the targeted behaviour support and intensive behaviour support sections. The "Responsible Behaviour Plan for Students" was reviewed and approved during the year.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	100%	95%	96%
• their child likes being at this school* (S2001)	100%	95%	88%
• their child feels safe at this school* (S2002)	100%	95%	96%
• their child's learning needs are being met at this school* (S2003)	97%	100%	83%
• their child is making good progress at this school* (S2004)	100%	100%	79%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	83%
• teachers at this school motivate their child to learn* (S2007)	97%	100%	88%
• teachers at this school treat students fairly* (S2008)	97%	81%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	92%
• this school works with them to support their child's learning* (S2010)	97%	100%	75%
• this school takes parents' opinions seriously* (S2011)	97%	95%	83%
• student behaviour is well managed at this school* (S2012)	94%	71%	79%
• this school looks for ways to improve* (S2013)	100%	100%	88%
• this school is well maintained* (S2014)	100%	100%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	98%
• they like being at their school* (S2036)	99%	95%	95%
• they feel safe at their school* (S2037)	97%	96%	100%
• their teachers motivate them to learn* (S2038)	97%	98%	96%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	96%
• teachers treat students fairly at their school* (S2041)	95%	92%	96%
• they can talk to their teachers about their concerns* (S2042)	97%	93%	94%
• their school takes students' opinions seriously* (S2043)	98%	88%	90%
• student behaviour is well managed at their school* (S2044)	94%	87%	95%
• their school looks for ways to improve* (S2045)	98%	98%	96%
• their school is well maintained* (S2046)	98%	93%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	93%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	90%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	83%	100%
• they receive useful feedback about their work at their school (S2071)	97%	83%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	68%	93%
• student behaviour is well managed at their school (S2074)	97%	65%	97%
• staff are well supported at their school (S2075)	97%	72%	93%
• their school takes staff opinions seriously (S2076)	93%	74%	97%
• their school looks for ways to improve (S2077)	97%	96%	93%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	100%	93%	97%

* Nationally agreed student and parent/caregiver items.

\# '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, carers, families and the broader community play a vital role in supporting successful learning outcomes for students at Biloela State School. We value community partnerships and deliberately and purposefully incorporate a number of strategies and activities which promote community engagement. Parents are also regularly invited to attend special events such as our ANZAC day ceremony and town march, our awards assemblies, regular assemblies and our school fundraising events. We value community collaboration and encourage the presence of our Indigenous elders at school events. Parents are regularly update about school priorities in our school newsletter with learning tips to support parents. We value and acknowledge the work of parents and volunteers 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 fundraises to build school facilities and enhance school resourcing.

Parent teacher interviews are scheduled for the end of term one and three with a parent/teacher orientation meeting at the start of each school year is also offered to parents. Biloela parents actively involve themselves in school life through classroom participation, P&C support with fundraising and attendance at school functions. We actively welcome and value parent partnerships and these partnerships are documented in our 'Parent and Community Engagement Framework'.

We strive to maintain positive partnerships with the parents of students with disabilities and regularly seek input into education adjustment planning, effective individualised management strategies and parent engagement. Our Enhanced Learning Classes work productively together to support all students who have additional needs.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We use our weekly school assemblies to remind students about priority focus areas including addressing cyberbullying, anti-bullying messages and non-violent ways of solving problems. Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful school environment. Where incidents between students occur we work closely to apply consequences, counselling and to develop supportive ways of maintaining harmony into the future.

We actively engage Life Education and travelling performing arts shows to continue to build student capacity to solve issues respectfully and calmly. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. School Chaplin runs a mates program where senior students during lunch breaks lead games and play with students in junior school.

The school has developed and implemented a programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	4	7
Long suspensions – 11 to 20 days	2	1	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Biloela State Primary School continues its commitment reduce our environmental footprint by minimising the amount of water and electricity used by the school, decreasing the amount of waste produced and increasing biodiversity.

Water

- Desert Urinal Systems in toilets (Waterless urinal) to reduce flushes
- Anti-vandal taps on all external outlets
- Flow restrictors on all water outlets

Electricity

- Air conditioners or coolers fitted with timers to turn them off during breaks and temperatures set to EQ recommendation
- All lights have with low energy bulbs.
- Students are energy conscious and turn off lights, fans and computer monitors when they have finished.

Waste and Biodiversity

- Paper, cardboard and aluminium can recycling
- Composting of food scraps through partnership with local piggery who utilise waste material as food for farm

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	102,659	68,292	169,705
Water (kL)		2,315	2,691

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
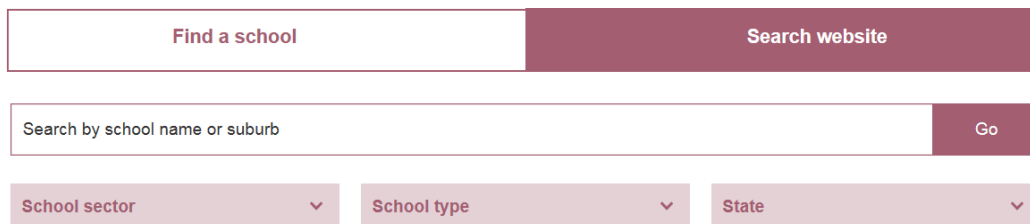
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	30	20	<5
Full-time equivalents	26	13	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	29
Diploma	0
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $ 22000.

The major professional development initiatives are as follows:

- Mentoring Beginning teachers
- Robotics and scratch with Damien Keys
- Region Principals conference Longreach
- Release for teacher planning of Numeracy units of work - curriculum planning
- Unpacking numeracy Assessment to a Know and Do
- QCAA unpacking Math curriculum
- Coaching, mentoring and collegial feedback
- Indigenous Perspectives and annual Brisbane conference
- Callide Valley Teacher Aide Conference

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	84%	87%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

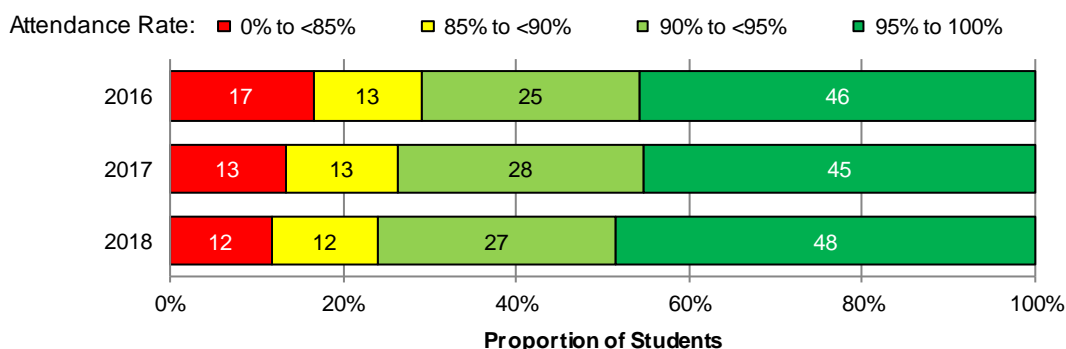Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	93%	92%
Year 1	91%	92%	93%
Year 2	92%	94%	93%
Year 3	93%	91%	94%
Year 4	93%	93%	91%
Year 5	92%	92%	93%
Year 6	92%	94%	92%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	17	13	25	46
2017	13	13	28	45
2018	12	12	27	48

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Biloela State School student attendance is monitored twice daily, a class attendance roll is marked morning and afternoon by each class teacher electronically. Student absences are recorded as either explained or unexplained. An explained absence is where a parent/carer has informed the school of the student's absence along with an explanation. All unexplained absences are managed by the use of a program Infoways. This program will send a daily text to parents of absent students requesting information about where the student is. Students absent for three consecutive day's unexplained absence are reported to the Principal. Parents/carers are then contacted by the school Principal in this instance. Repeated and continued absence, without explanation, is followed by a letter sent by the school Principal to the Parent/carer.

Biloela State School promotes attendance by acknowledging classes with high attendance rates with certificates on parade and uses attendance thermometers to display class attendance rates. Also the school works with outside agencies to support families to get students attending school regularly.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.