

Bajool State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Bajool State School is located in the township of Bajool which is 38kms south of Rockhampton. The school opened in 1888 and services the areas of Bajool and the Alton Downs District. Enrolments remained steady in 2013 maintaining the two teacher school.

This report is designed to provide a summary of the progress made at Bajool State School during 2013. It also contains information about what makes our school unique – explicit teaching; the exciting and engaging teaching and learning, the high expectations for academic excellence, individual and supportive programs for all students for enrichment and learning support, the multi-age learning environment, the social skills, the “family-like” supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the Queensland and Federal Government’s annual reporting Requirements for schools. The school will provide every family with a paper copy of this report in July 2014. Families and other interested persons can also access the report online at www.bajoolss.eq.edu.au or on request through the school office.

The community of Bajool aims to provide their youth with the strategies, skills, knowledge and resilience to ensure they have the ability to contribute to and communicate in our ever changing global society. The school aims to cater for the students at this site in a variety of ways, by ensuring we contribute to and provide access to experts and networks, develop community partnerships and consistently strive to upgrade our technology and facilities.

In 2013, we continued with the implementation of the Australian Curriculum introducing Geography as a subject from prep – Yr 7 and we continued to ensure that we have the necessary resources, staff and facilities to give every student at our school the best possible opportunities for success. We embedded the Explicit Teaching Pedagogy in all aspects of our school. We continue to have a strong focus on Literacy & Numeracy and deploy resources, both material and human to give the very best possible outcomes for our children. The dedication of our staff and support of our Parents and Citizen’s Association is a very strong aspect of our local community. Our P&C Association strongly supports our school in all possible ways. The social and emotional education of our students is a high priority for our school as we have a firm belief that a child must be emotionally strong and socially accepted before any academic learning can take place.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

The following 2013 achievements are commented on beside the relevant goals:-

- 2013 saw our focus remain on improving reading and writing outcomes for students. Significant progress has been made in the reading and writing results for all students.
- The Bajool School Business Plan is in the development stage and has proven to increase our community partnerships and this will still remain a strong focus for our school.
- In 2013 we set up systems in OneSchool to record data and inform curriculum priorities and this has assisted us in identifying high performing students.
- Explicit instruction is embedded as the main pedagogy platform.
- Geography, Writing, ICT, History and Science pedagogy and knowledge depth has been enhanced.
- Responses to WHS issues, facilities upgrades and resources development has continued.
- Our school harvest gardening program has continued receiving support from Rockhampton Regional Council and specialist knowledge in permaculture. It is fully embedded in our School Environmental Management Plan and is reducing the school's ecological footprint.

Future outlook

The Priorities for 2014 are:-

- Our main focus for 2014 is to improve the reading and writing outcomes for students. Significant progress in these areas was made in 2013.
- Continue to set up systems in OneSchool to measure distance travelled using student data to support the development of strategies to move C students to Bs & As.
- Continue to develop strategies to achieve at least all highs on the next learning audit.
- Explicit improvement agenda must be clear and visible in every classroom.
- Taking the culture of feedback to the classroom and continuing to establish a cycle of feedback through all processes and systems.
- All staff using the feedback cycle to review their Developing Performance Framework.
- Continue strong pre-prep community partnership and develop a high school quality image and pride.
- Continue expanding the opportunities for Gifted and Talented students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	35	13	22	97%
2012	37	17	20	86%
2013	39	21	18	100%

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

Characteristics of the student body:

The students who attend Bajool State School come from a range of socio-economic backgrounds, most would fall into the middle socio economic area. Our indigenous enrolment is less than 5 students. There is a mix of family types in the school covering all areas; single and dual parenting, blended families and children in care of the state.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	16		19
Year 4 – Year 7 Primary	17		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	0	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Bajool prides itself on the quality of the teaching it offers across the curriculum particularly in the following areas:-

Literacy and Numeracy: Uninterrupted Literacy and Numeracy blocks for all students each day with an Explicit Teaching Pedagogy.

LOTE: All students from Prep to Year 7 are offered a Language Other Than English program in Japanese with regular immersion days.

Science and Technology: Access to mini-lab materials that foster the scientific approach to thinking and learning.

Visiting Author and Scientist Program

Daily Fitness program, Smart Moves: Daily fitness program each day to teach physical skills. Bajool is a Sun Safe School and has a policy of conducting all outside sport and fitness activities before 11.30 am. Wearing of the school hat and a sun safe uniform is a compulsory pre-requisite to all outside activities.

Sport: Trained teaching staff and developmental sport officers from Rockhampton conduct a variety of sport development skills e.g. athletics (track and field events) netball, basketball, AFL, rugby league, cricket, soccer and golf. Qualified teaching staff conduct twice-weekly free swimming lessons in Terms 1 and 4 including introduction to snorkelling, flippa ball and lifesaving skills in the school pool.

Harvest to Table program accessing our School Harvest garden during most of our curriculum areas and providing all students with a safe outdoor learning space.

The Arts: Specialist Music and Drama teachers. Dance production for Middle School students with Senior RSHS dance students.

- Music workshops
- Under Eights Day – under school age children from the community are invited to join in the fun.
- Bajool Bubblers Playgroup held at school every Wednesday/Friday
- School Leaders Program
- Celebration Days and Key Learning Area Days – Science Day, Mathematics Day, Arts Day
- School Chaplain
- “Stop Think Do” program
- “Protective Behaviours” program

Extra curricula activities

Our school offers a range of extra curricula activities which allows for the development of the whole child. These include:

- Year 7 students all graduate with CPR qualifications.
- Participation in a variety of competitions and community displays
- University of New South Wales ICAS Competitions – Science, Computers, Spelling and English, Mathematics
- Local and State art competitions
- Rockhampton Eisteddfod whole school and solo events
- Gifted and Talented programs – music, ICT including robotics, Science, G and T camps
- Extended Learning Program

How Information and Communication Technologies are used to assist learning

There is a ratio of approximately one computer to every 2.5 students at the school. Every student is provided with an XO Laptop to use for their duration of their enrolment at Bajool State School. Computers are available in classrooms to allow for individual / small group learning within literacy, numeracy and integrated studies. Students participate in ICT lessons that allow innovative learning experiences using multi-media programs. All computers in the school are networked which enables all students to access the printers, internet, email and school based programs when required. Rooms are outfitted with interactive electronic whiteboards and all students can access digital still and video cameras. Year 3 to 7 students are all involved in a touch typing tuition program. Students are taught the basics of word processing programs to ensure their skill level is appropriate for their stage of computer literacy. Every student is provided with a set of earphones and microphones and the senior students are provided with USB sticks to use.

Social climate

The school community is a mix of socio-economic groups. This profile is steadily changing as there is now a smaller proportion of the overall school community financially dependent on the land than in previous years.

Local businesses within the Bajool community provide strong economic and cultural support by employing locals. Many of the Bajool families are employed elsewhere in Rockhampton and Gladstone.

With mining companies moving into our local area we are developing a relationship with these companies who are supporting our school community both financially as well as possibly providing employment opportunities and training opportunities.

Some of our parents/carers travel to the mines for employment and this has introduced the element of shift work to the community.

In the school opinion survey parents indicated that they were very satisfied that Bajool State School was a "safe" and "good" school and students indicated that they were very "happy to go to this school."

Bajool School has a responsible behaviour plan which as well as helping to manage students' behaviour, rewards students who are showing responsibility, hard work and leadership. Students are recognised for positive behaviours and upholding our school values at our weekly parades, and acknowledged in our newsletter. Strategies are in place to respond to bullying and to provide students with the skills to become resilient members of our community.

We have a school chaplain who supports our behaviour and values programs and is available to give extra support to school and community members

Parent, student and staff satisfaction with the school

According to our school surveys parents are highly satisfied that their child is getting a good education at our school and students are highly satisfied with the school particularly in how well they are learning and the variety of activities offered to them. Parents and students are very satisfied with all aspects of the school's performance overall. 100% of parents and staff are very satisfied with the school. Staff morale is very high.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	92%	100%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	92%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	92%	100%
student behaviour is well managed at this school* (S2012)	92%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	92%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	88%
they feel safe at their school* (S2037)	100%	93%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%

Our school at a glance

student behaviour is well managed at their school* (S2044)	100%	94%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		100%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		100%
staff are well supported at their school (S2075)		100%
their school takes staff opinions seriously (S2076)		100%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are actively involved in their children's education at Bajool. We have an open door policy in which parents and staff converse with each other informally, and formally on a regular basis to share concerns, celebrate achievements and foster a good mutual understanding of the important issues in a child's life. Parents are encouraged to assist in our reading, arts and sports programs. We have a very active P&C and dedicated members who are always open to new ideas and welcome all parents and carers to join them.

Parents are informed about events happening at our school through our weekly newsletter which includes a weekly curriculum page and colour photos of students at work. This newsletter includes a special feature about our Bajool Bubbler's playgroup.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Bajool State School is participating in a new state-wide project to improve the environmental sustainability of its day to day operations. The focus is on reducing the school's ecological footprint in waste, water and energy while improving biodiversity. This whole school science project will be guided by a School Environmental Management Plan (SEMP) that will link science inquiry skills such as observing, inferring, collecting and analysing data; to on ground action within the school grounds. This real life approach to curriculum delivery is expected to engage students and increase their understanding of scientific processes. Improvements will be measured by collecting data from the school's energy, waste and water charges and comparing it with past years. This year our school's focus will be on water and energy and developing a sustainable future for our students.

We continue to harvest from building roofs and with pumps connected to all tanks water is pumped to drinking taps as well as our newly established vegetable and herb gardens and fruit trees.

The Power Police program has continued and it gives a strong message to all students and staff and is the daily routine as a method for checking our power usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	25,062	7,700
2011-2012	13,283	11,000
2012-2013	13,402	222

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

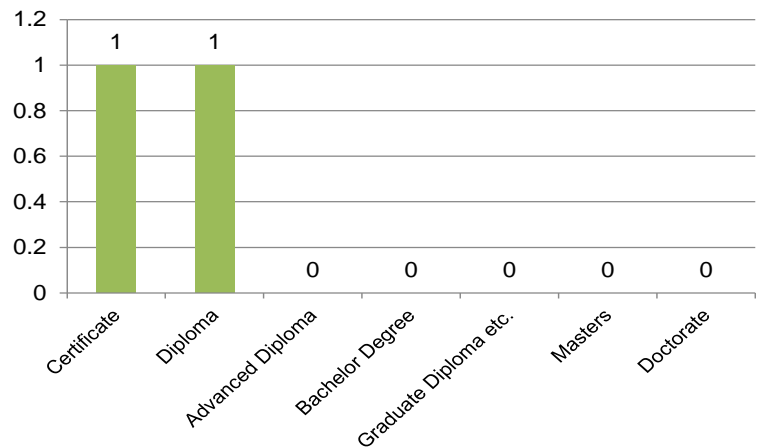
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	2	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	0
Bachelor Degree	0
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	2



* 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 2013 were \$6919.49 . The major professional development initiatives are as follows:

- Writing and Reading specific
- Leadership and Management development
- Curriculum Risk Management
- National Curriculum – History, Mathematics, English, Science, ICT
- Epi pen, asthma and CPR training
- Code of Conduct and Child Protection update training
- OneSchool – including finance training
- Water safety and swimming instruction development
- Harvest Garden Management

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

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	96%	96%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

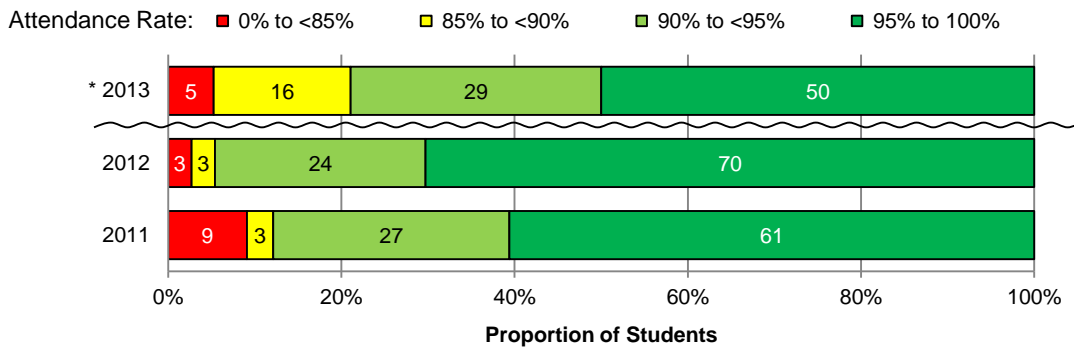
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	99%	94%	93%	95%	95%	93%					
2012	96%	96%	96%	98%		94%	97%					
2013	95%	95%	DW	95%	DW		DW					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

Parents inform the school about children's absence by phone call, a written note or speaking to the classroom teacher. Rolls are marked at the beginning of the day and also after 2nd break and then at the end of each day this is recorded on OneSchool. Letters are generated from OneSchool for unexplained absences and sent home to parents twice per term.

Nonattendance is managed through direct contact with parent/carer (phone call) on the 2nd day of unexplained absence. The reasons for reoccurring absences are discussed with parent/carer when the absenteeism averages one day/week.

Attendance is encouraged through various articles in the school newsletter and also by providing a rigorous curriculum program beginning of the first day of each term and continuing throughout the term including the last day. A very comprehensive date claimer is repeated in each newsletter explaining all curriculum and extra-curricular activities.

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

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 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

We are unable to report on Closing the Gap as the number of Indigenous students is less than 5 and reporting could lead to identification. Our school expectations are that Indigenous and Non indigenous students should be achieving at the same high level and their attendance is also at a high level.