

Bajool State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Bajool SS, established in 1888, is 40km south of Rockhampton. Our motto is 'Learning to Live and Living to Learn'. We follow this by providing a rich and inclusive curriculum, relevant to the real world, in a safe environment where students reach their potential as lifelong, independent learners. High standards in numeracy and literacy are a key goal of the school and are supported by a value-based, student-centred approach. All students have access to learning support programs and enrichment opportunities. Bajool SS boasts a swimming pool, multi-purpose court and a well equipped sport and fitness program. Two classes, an Early Education Centre and a Middle Class, exist at the school. Both have high teacher/student ratios and modern resources, including interactive whiteboards, computers, cameras and an increasing number of digital resources. The school also supports a community playgroup. Our Japanese program starts at an early age and is supported by regular Prep to year 6 immersion days with Japanese students from CQ University. All students participate in cultural events from eisteddfods to staged dance and drama productions. A school chaplain supports the school community.

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 2016 maintaining the two teacher school.

This report is designed to provide a summary of the progress made at Bajool State School during 2016.

It also contains information about what makes our school unique –
Age Appropriate Pedagogies and 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. Families and other interested persons can access the report online at www.bajoolss.eq.edu.au or on request receive a paper copy 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 2016, we continued with the implementation of the Australian Curriculum 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 embed Age Appropriate 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.

School Progress towards its goals in 2016

The following 2016 achievements are commented on beside the relevant goals.

- 2016 saw our focus remain on improving writing and reading comprehension outcomes for students. Significant progress has been made in these outcomes with improvement evident for all students.
- Explicit instruction is embedded as the main pedagogy platform.
- Age Appropriate Pedagogies plays a major part in our Pedagogical Framework with resourcing and facilities completed.
- We have continued with our expansion of our after school opportunities for the community with our sport program.
- We continue to develop our pre-prep program evaluating our current pedagogy and offerings and have a strong pre-prep partnership and have developed a high school quality image and pride.
- In 2016 we have continued to expand the opportunities for Gifted and Talented students.
- In 2016 we continued to improve the method of recording differentiation and communicating this with parents/carers.
- School bookwork expectations standards continued at a high standard. This was communicated with parents/carers through newsletters and participation in the Rockhampton Show Society Bookwork competition.

Future Outlook

- Improvement of writing outcomes for students
- Further expand our learning support and speech support programs.
- Monitor all domains on learning and discipline audit and continue with the high standard we achieved in 2014.
- Age Appropriate Pedagogy agenda must be clear and visible in every classroom and outdoor learning spaces.
- Continue expanding the opportunities for Gifted and Talented students.
- School bookwork expectations standards are to be lifted higher yet again. This is to be communicated with parents/carers through newsletter.
- Our School Harvest Garden program and Recycling program will continue to receive support and continue to embed in our environmental management plan and reduce the school's ecological footprint.
- Consistently monitor all domains on the financial audit and continue with the high standard we achieved at the 2015 audit.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	35	20	15	1	86%
2015*	37	22	15	1	95%
2016	31	18	13	1	81%

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 2016, 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

Overview

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.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	19	15

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

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 6 are offered a Language Other Than English program in Japanese with regular immersion days.
- STEM: Access to mini-lab materials that foster the scientific approach to thinking and learning. Coding and Robotics play a major part in this program
- 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.
- Weekly keyboard lessons for all Prep – Yr 6 students
- Music workshops – drumming and orchestra
- 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
- Great Expectations program – play based learning with defined learning areas to support this program: Play Hub, Spare Parts Pit, Wheels Day

Co-curricular Activities

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

These include:

- Year 6 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
- Gifted and Talented programs – music, ICT including robotics, Science, G and T camps
- Extended Learning Program
- After school sport and dance programs
- School Harvest Garden teams
- Recycling Teams
- Student Council/ Leadership opportunities

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 6 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

Overview

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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	94%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	94%
their child is making good progress at this school* (S2004)	100%	100%	88%
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%	100%	88%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
teachers at this school treat students fairly* (S2008)	100%	100%	81%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	100%	100%	94%
this school takes parents' opinions seriously* (S2011)	100%	100%	88%
student behaviour is well managed at this school* (S2012)	100%	100%	94%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	100%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	88%	94%	93%
they can talk to their teachers about their concerns* (S2042)	94%	100%	93%
their school takes students' opinions seriously* (S2043)	100%	94%	93%
student behaviour is well managed at their school* (S2044)	100%	100%	93%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	93%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Bajool State School has a Be Kind and be There Program involving all students, staff and community members.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	0	0
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.

Environmental Footprint

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		
Years	Electricity kWh	Water kL
2013-2014	10,628	0
2014-2015	12,512	
2015-2016	17,967	

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.

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$5610.36

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 and Administrative training for new employees
- First Steps Number and Measurement
- Age Appropriate Pedagogies

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	93%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

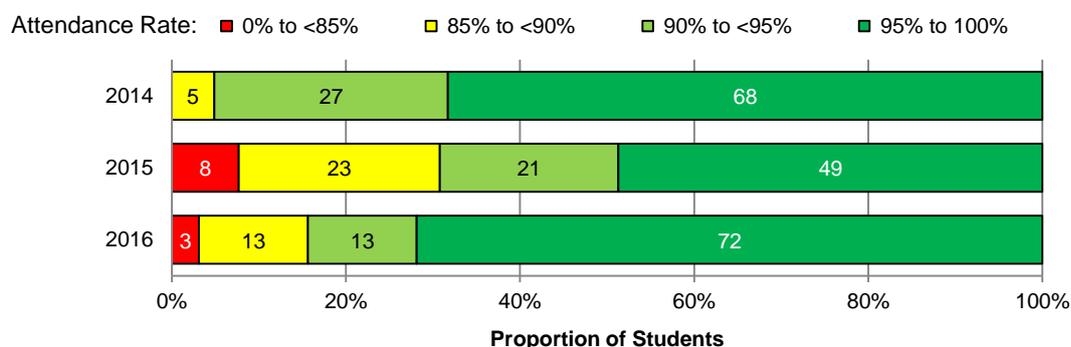
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	98%	94%	97%	97%	98%	98%	DW					
2015	95%	92%	93%	92%	94%	91%	94%						
2016	95%	97%	94%	98%	96%	98%	92%						

*Attendance rates effectively count 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:



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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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 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) within 15 mins from the start of the school day 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.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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.