



Bajool State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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### School overview

Bajool State School's core values are to be kind and be there for ourselves, each other and our land. Our vision is to have a community of kind, adaptable, creative, resilient, life-long reflective learners. 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, a laptop for each child, cameras, coding and robotics 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 visitors from Japan. All students participate in cultural events including staged dance and drama productions. A school chaplain supports the school community.

### School progress towards its goals in 2018

The following 2018 achievements are commented on beside the relevant goals:

- 2018 saw our focus remain on improving our writing outcomes for students. Continued improvement of writing outcomes for students has been made with improvement evident for all students.
- Learning support and speech support programs have been expanded and enriched to involve a higher percentage of students with TA support.
- All domains on the School Review Report have been continually reviewed and we have included work areas and have been taken into consideration for our AIP and 4 year plan.
- Age Appropriate Pedagogy agenda is clear and visible in every classroom and outdoor learning space. More additions have been made to our resources and facilities.
- The opportunities for Gifted and Talented students have been expanded using The Learning Place and support from our feeder high school.
- School bookwork expectations standards have been lifted higher with a focus on cursive script. This is communicated with parents/carers through newsletter.
- Our School Harvest Garden program and Recycling program continues to receive support and continues to embed in our environmental management plan and reduces the school's ecological footprint.
- All domains on the financial audit are monitored consistently.

### Future outlook

- The development of an overarching school based curriculum document to show our commitment to sustainability and environmental education will be developed over the next 2 years. This document will allow for interpretation by the wider community of the opportunities this school offers. As well as school written documents, there will be art work in the form of display boards for community to interpret our curriculum offerings.
- With projected enrolment increasing over the next 2 years, it is essential that considerations are made for staffing, resourcing and facilities. Plans will be put in place to allow an easy transition for all stakeholders for this enrolment increase.
- Continue to improve writing outcomes for students.
- 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.
- Age Appropriate Pedagogy agenda must be clear and visible in every classroom and outdoor learning spaces.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	31	34	40
Girls	18	18	24
Boys	13	16	16
Indigenous	1	2	2
Enrolment continuity (Feb. – Nov.)	81%	100%	95%

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

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.

### Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 2	13	10	16	The <a href="#">class size</a> 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.
Year 3 – Year 6	18	24	30	

## 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
- 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 Plate 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 RSMS dance students. A number of incursions including visiting choirs, music groups, drama productions, musicians.
- Weekly keyboard lessons for all Prep – Yr 6 students with a parent concert as assessment task.
- 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 and an invitation to join in our swimming program on a 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 – journalism, music, ICT including robotics, Science,
- Extended Learning Program
- 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

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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	100%	100%
• this is a good school (S2035)	94%	100%	100%
• their child likes being at this school* (S2001)	94%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	94%	100%	100%
• their child is making good progress at this school* (S2004)	88%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	94%
• teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
• teachers at this school treat students fairly* (S2008)	81%	94%	100%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	100%
• this school works with them to support their child's learning* (S2010)	94%	94%	100%
• this school takes parents' opinions seriously* (S2011)	88%	100%	100%
• student behaviour is well managed at this school* (S2012)	94%	94%	100%
• this school looks for ways to improve* (S2013)	94%	100%	100%
• this school is well maintained* (S2014)	94%	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.

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	93%	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%	93%	100%
• teachers treat students fairly at their school* (S2041)	93%	93%	100%
• they can talk to their teachers about their concerns* (S2042)	93%	93%	100%
• their school takes students' opinions seriously* (S2043)	93%	93%	100%
• student behaviour is well managed at their school* (S2044)	93%	86%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	93%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• 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%	75%	83%
• 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 and a curriculum page which focuses on one area of the curriculum each week relating to the actual teaching programs at Bajool SS including photos as evidence.

## Respectful relationships education programs

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

Bajool State School has a Be Kind and Be There for ourselves, each other and our land Program which involves all students, staff, parents and community members.

## 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	0	1	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Bajool State School is participating in the 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 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,967	18,340	14,039
Water (kL)	Tank water	Tank water	Tank water

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.



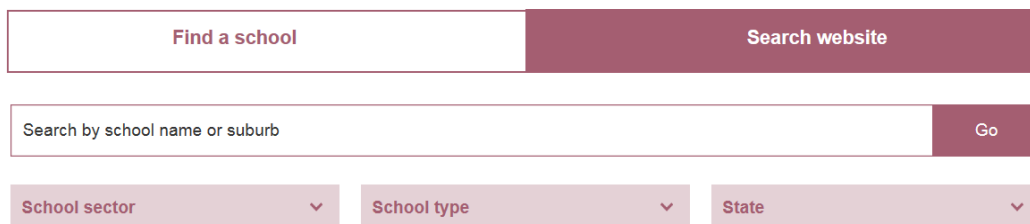
## School funding

### 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](http://www.myschool.edu.au/) 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.



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



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



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	4	5	0
Full-time equivalents	3	2	0

\*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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	1
Certificate	

\*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 \$6776.30

The major professional development initiatives are as follows:

- Writing 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 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%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	96%	97%	96%
Attendance rate for Indigenous** students at this school		99%	98%

\* 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	95%	DW	93%
Year 1	97%	97%	DW
Year 2	94%	98%	94%
Year 3	98%	97%	96%
Year 4	96%	96%	96%
Year 5	98%	98%	97%
Year 6	92%	97%	97%

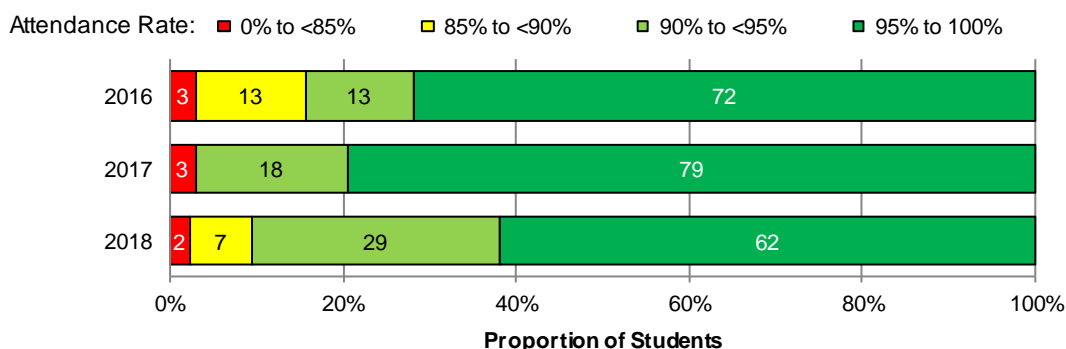
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

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.

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

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

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.