Biggenden State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Biggenden State School is a P to 10 campus where personal development and academic achievement are a priority. The Biggenden community acknowledges and celebrates student achievement. Our school curriculum is strongly linked to local industry, the environment and the activities of community organisations. Students are challenged by a variety of opportunities to engage with and be valued by the local community. Staff have high expectations of all students and offer excellence in teaching, with a focus on thinking skills, literacy and numeracy in an innovative, cohesive and disciplined environment. The Principal, the staff, the parents and the community wish to provide an environment which will be educational and thought provoking for children of all ages. Through many varied experiences the children should be challenged to further their knowledge of their immediate community and the far off world. Students and teachers work together in extracurricular programs, outdoor education activities and career transition programs with strong community links. Teacher and student rapport is essential for optimum learning and the provision of activities which promote respectful relationships and personal developments are a high priority. All students will come to appreciate the importance and necessity of the life skills of co-operation, participation, thoughtfulness and common sense. The children will look towards being: Big On – Heart, Learning, Respect and Responsibility.

Principal's Foreword

Introduction

The School Annual Report provides parents, staff, students and the community with meaningful information about the school. It provides information regarding the school environment, achievements and curriculum offerings as well as information relating to staff and parents in regards to their satisfaction with the school. For those parents, carers or persons responsible for a student who are unable to access this report on the internet or would prefer a hard copy of the document; copies are available on request from the school office and may be obtained during school hours.

School Progress towards its goals in 2017

Writing: Developed and implemented writing program. Focused on analysing and reflecting on elements of writing that are used in NAPLAN marking

Reading: Reflected, analysed and monitored P-10 Reading Program. Implemented CQ placemats to ensure a clear understanding of how reading is taught. Analysed student data to regularly inform improvement, guide teaching practice and prompt early intervention.

Numeracy: Reviewed, modified and reported in alignment with the Australian Curriculum. Clear goals and targets were set for individual students.

Attendance: Attendance rate of students is a constant focus with community and parental support is the key. Continual promotion of the high rates achieved by students.

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Future Outlook

Improvement Goal	Key Strategy
Positive Behaviour for Learning	Consult and collaborate with staff to develop lessons that align with Biggenden SS behaviour matrix
	Explicit teaching of behaviour expectations at weekly assemblies and in classrooms
	All staff adopt the acknowledgement system to recognise and encourage positive behaviour
	Review and adopt Positive Behaviour Plan for students
Improving Literacy Every student becoming confident and literate for learning and to participate in society	Review and develop Biggenden SS reading program based on rigorous evidence based research.
	Review and develop an assessment schedule aligned to the Reading Program
	Support analysis of data to inform teaching and learning
	Promote collaboration and sharing of best practice
Community Engagement	Develop and implement Community Engagement Framework in consultation with staff, community and students

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	107	52	55	17	93%
2016	128	67	61	22	94%
2017	143	69	74	26	87%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Biggenden State School has proudly served its community since 1892. Biggenden State School educates learners from Preparatory through to Year Ten with a continuous, supportive and flexible education program to meet the needs of all students in the Biggenden community. Student enrolment numbers have increased in 2017. Biggenden State School is characterised by a diverse socio-economic background.

Individual engagement in learning and community cohesion are promoted through cross-curricular focus areas such as Stephanie Alexander Kitchen Garden Program, innovation and applied technology and the arts at work.

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Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	9	12	9
Year 4 – Year 6	11	13	9
Year 7 – Year 10	11	10	12
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
- Subjects taught and assessed aligned to the Australian Curriculum
- Chinese (Mandarin) LOTE
- ASDAN

Co-curricular Activities
- Chaplaincy Program
- Stephanie Alexander Cooking and Gardening Program
- Student Leadership Program
- ANZAC commemoration
- Sports day, local, district, regional, state
- Junior Red Cross
- Lunch time groups (robotics, art, board games, computer games)

How Information and Communication Technologies are used to Assist Learning

Computers have been used to support curriculum implementation and student engagement and enrichment using online learning objects across the curriculum in both Primary and Secondary classes. Online video and animation assists students understanding of more abstract concepts. Students in Year 8 to 10 have access to their own laptops if parents wish to participate in the Laptop Program. Biggenden State School has a computer lab and pods of computers can be found in the Prep to Year 6 classes. Ipads have been purchased and are extensively used in the Prep to Year 6 classrooms.

Social Climate

Overview

The school has a proactive approach to behavior management and seeks to increase student engagement through personal development programs such as, Pastoral Care; Play is the Way and Positive Behaviour for Learning.

Our school uses a range of strategies to respond to bullying in our school including the proactive teaching of lessons by all teachers in all classrooms to a school-wide schedule of instruction. Incidences of bullying are dealt with according to our "Responsible Behaviour Plan for Students". The anti-bullying message is promoted through events such as National Anti-Bullying day.

The Positive Behaviour for Learning team meet monthly to develop processes and procedures and analyses data on behavior incidents in order to develop and implement strategies.

The student support network includes a range of part time services including Guidance Officer, School Chaplain, School Nurse and a variety of Community Health Support Personnel.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	100%	87%
this is a good school (S2035)	100%	100%	74%
their child likes being at this school* (S2001)	100%	100%	83%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child feels safe at this school* (S2002)	100%	100%	91%
their child's learning needs are being met at this school* (S2003)	94%	100%	83%
their child is making good progress at this school* (S2004)	94%	100%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	77%
teachers at this school treat students fairly* (S2008)	100%	100%	68%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	83%
this school takes parents' opinions seriously* (S2011)	100%	100%	64%
student behaviour is well managed at this school* (S2012)	94%	100%	65%
this school looks for ways to improve* (S2013)	100%	100%	71%
this school is well maintained* (S2014)	100%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	97%	95%
they like being at their school* (S2036)	97%	99%	93%
they feel safe at their school* (S2037)	100%	100%	95%
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)	98%	100%	93%
teachers treat students fairly at their school* (S2041)	94%	98%	95%
they can talk to their teachers about their concerns* (S2042)	94%	94%	83%
their school takes students' opinions seriously* (S2043)	97%	97%	86%
student behaviour is well managed at their school* (S2044)	92%	97%	88%
their school looks for ways to improve* (S2045)	98%	100%	98%
their school is well maintained* (S2046)	98%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	99%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	100%	81%
they feel that their school is a safe place in which to work (S2070)	100%	95%	81%
they receive useful feedback about their work at their school (S2071)	80%	75%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	100%	88%	86%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
(S2114)			
students are encouraged to do their best at their school (S2072)	100%	90%	88%
students are treated fairly at their school (S2073)	80%	85%	74%
student behaviour is well managed at their school (S2074)	80%	79%	74%
staff are well supported at their school (S2075)	65%	75%	59%
their school takes staff opinions seriously (S2076)	65%	75%	64%
their school looks for ways to improve (S2077)	80%	80%	77%
their school is well maintained (S2078)	90%	100%	100%
their school gives them opportunities to do interesting things (S2079)	80%	80%	78%

* 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 assist with classroom support from Prep to Year 6 and often assist with class excursions, the celebrations of special days and also act as special guests to share particular areas of expertise or their special roles within the local community. Stephanie Alexander Project also involves parent and community members in the cooking and gardening programs. Negotiations of support programs including learning goals requires a high level of involvement from parents and care givers. A parent support program continues to be held in conjunction with Community Health to skill parents in a variety of aspects.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Support is available on a daily basis with access being available to the School Chaplain, Guidance Officer, School Nurse and other outside support agencies. Pastoral Care lessons assist in enabling students to remain safe and aware. They are given strategies to recognize, react and report when they or others are unsafe.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	1	5	15
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

The Stephanie Alexander Garden Project incorporates not only the growing of a range of plants and trees but we also use food waste for feeding chickens and our worm farms. Students collect this waste each lunch period. Focus on reducing electrical usage, waste management and water usage need to be targeted and student and staff educated.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	81,339	934
2015-2016	17,912	
2016-2017	26,336	

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.

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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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	17	13	0
Full-time Equivalents	15	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1

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TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	0
Bachelor degree	8
Diploma	6
Certificate	0

*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 2017 were $9875.59

The major professional development initiatives are as follows:

- Resilience Survey and training – Resilient Youth Australia Ltd
- Philosophical Inquiry – 2 Teachers x 2 days Hillbrook Anglican School
- Play is the Way – Teachers and TAides
- School Officer Professional Day Bundaberg West SS
- STEM workshops – 2 Teachers
- Cleaning Training – Maryborough High
- First Aid Courses – RK Training
- Walker Learning Workshop – Avoca State School
- Autism Queensland Workshop
- Special Ed Teachers Conference
- CPR Course – RK Training
- ASDAN Training
- Seven Steps to Writing for Success
- First Aide Course
- MAPA – Mundubbera SS
- AUTISM Qld Course

IN KIND NO EXPENSE TO SCHOOL:

- Mathematics – Paul Sumpter and Biloela State School
- Whole staff mandated training
- Asbestos Training – Powerpoint whole Staff
- Asbestos Training associated with WAAP's Admin Staff
- Emergency Procedures – Rolls and procedures – whole staff
- Pedagogy & Curriculum – Master Teacher
- PBl Training – Brian Rowe
- Data Meeting with HOC
- Code of Conduct 9 August – External Department Staff
- Writing – Coralie Baldwin
- Autism Training
- Non Violent Crisis Intervention – Mundubbera
- Finance Workshops with Budget Guidelines and Accountability

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- Ex Manual Arts Teacher Assisting with New Appointee understanding procedures – 4 days last six months of school
- Science Procedures – New Appointee supported by Burnett College Personnel

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 66% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	96%	93%

*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 2017 for all Queensland P-10/P-12 schools was 90%.
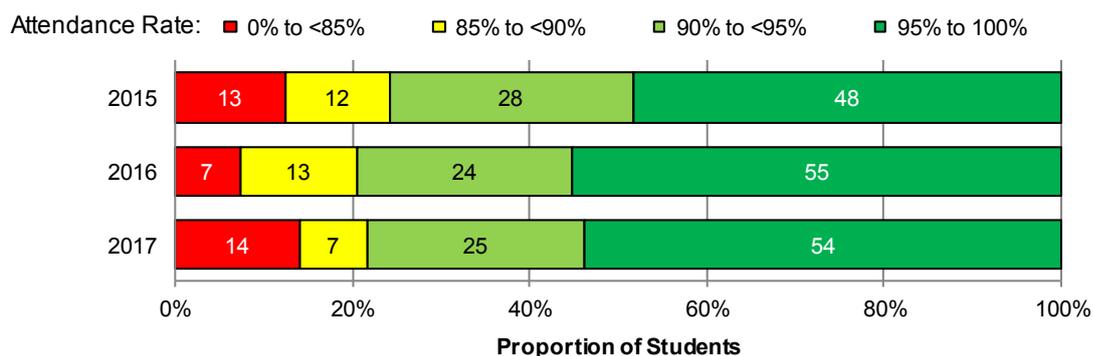
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	93%	94%	95%	95%	90%	94%	95%	89%	89%	80%		
2016	92%	92%	94%	94%	96%	95%	94%	94%	96%	94%	93%		
2017	95%	93%	90%	95%	95%	93%	95%	92%	91%	94%	94%		

*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

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The proportions of students by attendance range:

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%
2015	13	12	28	48
2016	7	13	24	55
2017	14	7	25	54

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Rolls are marked each morning and afternoon by class teachers. Teachers notify office if a student is absent. The parent is then contacted by phone to ascertain the reason for a student absence. The Principal in a case management process handles students with an ongoing pattern of absences.

Continual information on the importance of school attendance is given on parade and in the newsletter. Positive Behaviour for Learning team also analyses data on attendance and encourages positive rewards for student attendance.

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.**

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Sector:

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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.

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Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

In 2017 all students in Year 10 completed their education at Biggenden State School. These students have all enrolled in Year 11 at other schools.

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