

Bibohra State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 269 Mareeba 4880
Phone	(07) 4086 9333
Fax	(07) 4093 2627
Email	principal@bibohrass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	David King (Principal)

Principal's foreword

Introduction

The Bibohra State School Annual Report is a cooperative document reporting on our schools activities and celebrations for the 2015 school year. It details the school progress towards its goals in 2015 and information about the school profile. This report demonstrates the successes that can be achieved when a school community works together to provide quality education for its students

School progress towards its goals in 2015

Literacy with a focus on Reading and School Wide Positive Behaviour will continue as priorities into 2015. A focus of building our capacity for high quality high yield teaching strategies- Explicit teaching and consolidation across all areas with a focus on literacy and numeracy

Future outlook

Bibohra State School continues to strive for improvement in all aspects of the school: student results and teacher capacity. Particularly through developing:

- Learning Culture – Behaviour
- Numeracy and Mathematics
- Maintain Reading

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	123	61	62	25	91%
2014	110	58	52	17	87%
2015	85	43	42	12	94%

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 2015, 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:

Biboohra State School is a farming community that caters for students from a diverse range of backgrounds and needs. Students at our school come from middle to low socio-economic backgrounds, many different ethnic and indigenous groups as well as various religious backgrounds. The majority of parents in our school come from professional, trade or laboring occupations with the majority of students coming from rural properties from around the local catchment area. We have 19% of our student body from Indigenous backgrounds and have a very good retention rate for all of our students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	16	22
Year 4 – Year 7 Primary	22	20	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	10	7	5
Long Suspensions - 6 to 20 days	8	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.

Curriculum delivery

Our approach to curriculum delivery

Italian for students in Years 5 and 6
 Leadership opportunities for students from Prep to Year 6
 Targeted reading groups including comprehension program CARS & STARS
 Numeracy Program – Prep – Yr 6
 Leadership Program for Students - Student Council
 Instrumental Music Program for Woodwind, Percussion and Brass instruments
 A curriculum embedded with ICT and Sustainability
 Literacy support – Sightwords and Homereading

Extra curricula activities

Premier's Reading Challenge -
 End of Year musical Concert – Each class performs a number of items that are rehearsed during Music lessons and class time.
 Biennial School Musical -2015
 Links with the local Wetlands
 School vegetable garden

How Information and Communication Technologies are used to improve learning

Embedding ICTs is an integral component of curriculum, teaching and learning and has been a focus at Bibohra State School for a number of years with all staff attaining an ICT certificate. Teachers use the computer (Desktops and Laptops) and Interactive Whiteboards to develop children's computer skills and to enhance learning. Students use the Microsoft Suite to create items such as brochures, documents, animations and multimedia presentations to support their units of work. Webquests, on-line courses and Learning Objects are used to enhance learning opportunities. Older students also use Movie Maker to create their own videos. A range of online and school purchased programs, support and extend students across the school in Mathematics and English. Some of these include; Reading Eggs.com.au, Sumdog, Grammaticus, Intrepica and Studyladder.com.

Social Climate

Establishing a safe, supportive and caring environment where students, parents and staff feel heard and valued is a goal of every facet of our school. Actively seeking student voice to shape the future of our school and providing programs to develop informed and active citizens for the future is an integral part of our school. We are proactive in our approach in ensuring all community members are aware of the appropriate way to interact and seek to address any issues confidentially, sensitively and respectfully. The school has the support of a Chaplain. Overall parents are happy with the way the school is operating in relation to their child receiving a good education from Bibohra State School. 100% of the students polled were satisfied that they were receiving a good education. This result indicated that as a school we are continually trying to challenge and extend our students by taking them out of their comfort zones and moving them from one level to the next.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	78%
their child feels safe at this school (S2002)	100%	92%	89%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	95%	100%	100%
their child is making good progress at this school (S2004)	95%	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)	95%	100%	100%
teachers at this school motivate their child to learn (S2007)	95%	100%	100%
teachers at this school treat students fairly (S2008)	100%	92%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	100%
this school works with them to support their child's learning (S2010)	95%	100%	100%
this school takes parents' opinions seriously (S2011)	95%	92%	100%
student behaviour is well managed at this school (S2012)	90%	92%	89%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	95%	92%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	100%	94%
they like being at their school (S2036)	100%	90%	94%
they feel safe at their school (S2037)	92%	90%	83%
their teachers motivate them to learn (S2038)	100%	97%	89%
their teachers expect them to do their best (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	92%	94%
teachers treat students fairly at their school (S2041)	92%	90%	78%
they can talk to their teachers about their concerns (S2042)	96%	92%	88%
their school takes students' opinions seriously (S2043)	84%	87%	89%
student behaviour is well managed at their school (S2044)	83%	77%	78%
their school looks for ways to improve (S2045)	100%	92%	100%
their school is well maintained (S2046)	96%	90%	94%
their school gives them opportunities to do interesting things (S2047)	96%	90%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	93%	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%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	93%	100%	90%
staff are well supported at their school (S2075)	71%	100%	90%
their school takes staff opinions seriously (S2076)	85%	100%	90%
their school looks for ways to improve (S2077)	92%	100%	100%
their school is well maintained (S2078)	86%	100%	100%
their school gives them opportunities to do interesting things (S2079)	92%	92%	100%

[#] '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

At Bibbohra State School we actively seek parent engagement in a range of activities from assisting within the classroom to working within the P&C association and organising events and fundraisers. We welcome parents, carers and other family members into our classrooms every day so that they can share in the learning journey of their child/ren. The Bibbohra State School P&C Association are extremely active within the school and local community and this allows for a holistic approach to educating students within our community.

We are striving to create a community feel within our school and that school offers families more than just an education – a place where they can belong

Reducing the school's environmental footprint

With our school being run off pumped water and having a high number of pumps throughout the school, conservation of resources is high on our priority list. To assist in trying to drop our energy consumption we have put in place strategies that engage all students and staff in being vigilant in how they are using electricity and other resources such as ceiling fans and air conditioners within their classrooms and the whole school. Bibbohra State School also has two Photovoltaic Power supply configurations that have the ability to generate up to 9.5 kW of power to assist in offsetting our power consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	69,681	0
2013-2014	95,391	0
2014-2015	92,981	

*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.

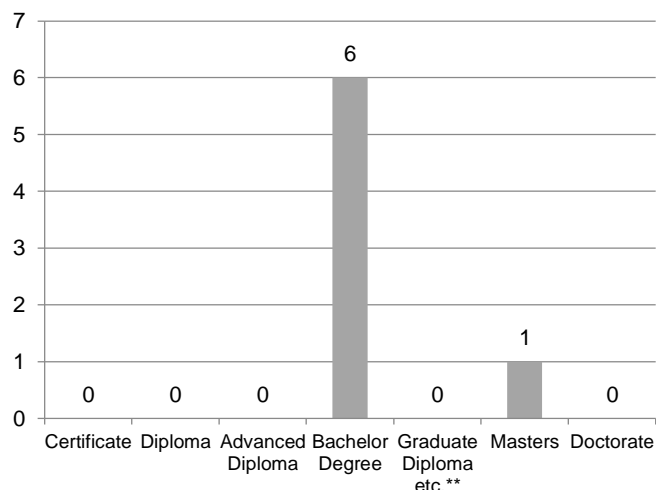
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	7	<5
Full-time equivalents	6	4	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	7



*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 2015 were \$10, 000

The major professional development initiatives are as follows:

- Professional meetings developing principal and lead teacher capacity
- Explicit teaching: resources and workshops
- Autism and special needs workshop
- Development of Individual curriculum Plans
- Application of data collection and transition to school
- teaching of writing across the grades
- School/class visits – work shadowing of high quality classroom practice
- First aid – CPR

The proportion of the teaching staff involved in professional development activities during 2015 was 100%..

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	91%	94%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

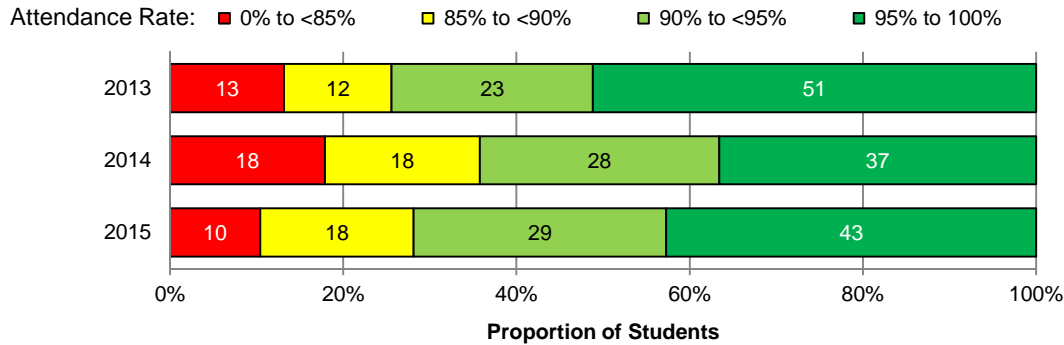
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	88%	94%	89%	92%	90%	94%	94%					
2014	86%	90%	93%	94%	90%	93%	93%	94%					
2015	88%	93%	93%	93%	95%	95%	96%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At Bibbohra State School we check student absences on a daily basis and follow up with parents or careers if the absences look habitual, are on the increase or extend for more than 4 days in a row. The Parents and Careers in our community value the education of their child/ren and usually report absences to the office immediately when they occur. We mark the roll on OneSchool twice a day, in the morning and afternoon, and any inconsistencies and long absences are flagged and followed up by either the classroom teacher, admin staff or the Principal. All absences are recorded on OneSchool and those that are deemed unauthorised are printed off through a report for each individual child and then these letters are sent home asking for an explanation three times a term. To assist in getting students to school on time and every day we are developing engaging and challenging classroom activities so that students find school a rewarding place to come. Awards for Attendance higher than 95%

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

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '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 result

