Biboohra 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

Biboohra State School seeks quality educational outcomes for every student in our school. The School was opened in 1902 to serve the immediate local families and their 35 children. The school has continued growing and today comprises 136 students. Biboohra State School is a small rural P to 7 school located ten kilometres north of Mareeba, close to the Barron River, where the water flows east towards Kuranda and the Barron Falls. Primary Industries (mangoes, turf, sugar cane, cattle and small crops) are the main source of income in the local area. Classes are predominantly arranged in multi-age groupings. Biboohra, a rural residential area, is part of the Mareeba Cluster of schools. On completion of year seven, the majority of the children attend Mareeba State High School. Biboohra State School is implementing the Queensland Curriculum, Assessment and Reporting Framework (QCARF). The Parents and Citizens Association is very active and participate in a variety of activities. They are very supportive of the teaching and learning process at our school.

Principal's Foreword

Introduction

The Biboohra State School Annual Report is a cooperative document reporting on our schools activities and celebrations for the 2017 school year. It details the school progress towards its goals in 2017 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 2017

- Partnered with the region to develop a whole-school curriculum plan.
- Developed opportunities to make the curriculum locally relevant to support student engagement and learning.
- Developed local curriculum opportunities to incorporate the vegetable garden into student learning in a sustainable and meaningful way.
- Investigated new community partnerships to improve opportunities and outcomes for students.
- Provided Professional Development (PD) to teaching staff on the implementation of the department's ICT expectations to support student ICT learning.
- Developed a plan and processes to provide students with greater opportunities to use ICT to support student learning.

Future Outlook

- In 2018 Biboohra State School is working hard to:
- Embed Social Emotional Learning in the classroom in a planned and responsive manner
- Develop our pedagogical framework with a particular focus on feedback and other high yield teaching strategies
- Refine our literacy planning cycle with a focus on writing
- Continued to develop our whole-school curriculum plan

- Further develop the embedding of ICT in units

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	85	43	42	12	94%
2016	91	46	45	18	88%
2017	87	37	50	9	93%

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

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 trade or labouring 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	19	23
Year 4 – Year 6	21	27	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Targeted reading groups including comprehension program CARS & STARS
Literacy support – Sightwords and Homereading
Numeracy support Program – Prep – Yr 6
A curriculum embedded with ICT and Sustainability
Italian for students in Years 4, 5 and 6
Leadership Program for Students - Student Council

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Co-curricular Activities
Instrumental Music Program for Woodwind, Percussion and Brass instruments
Writers Camp
Year 5/6 Personal Development Camp
School Kitchen garden
Activities with Mareeba Wetlands and Northern Gulf Resource management group.
Student leadership lead activities throughout the school year.
Annual 'Arts' performances

How Information and Communication Technologies are used to Assist Learning
Embedding ICTs is an integral component of daily teaching and learning. Teachers use computers (Desktops and Laptops) and Interactive Whiteboards as a teaching resource and 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. Interactive learning sites both free and purchased by the school such as Studyladder.com, Spellingcity.com and Reading Eggs are regularly used as independent learning tools.

Social Climate

Overview
It is the school's goal to establishing a safe, supportive and caring environment where students, parents and staff feel heard. 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 and a visiting Guidance officer who make themselves available to students, parents and staff in both a formal and informal manner. A weekly newsletter, current website and facebook page keeps parents informed and celebrates the achievements of students.
Student representatives are given a formal voice through representation on a student council which meets weekly.
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100% of parents indicted they are happy with the way the school is operating in relation to their child receiving a good education from Biboohra State School. The lower 70% percentage of student's satisfaction has influenced the improvement agenda for the current year.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	78%	90%	88%
their child feels safe at this school* (S2002)	89%	100%	88%
their child's learning needs are being met at this school* (S2003)	100%	100%	88%
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)	89%	90%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	88%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	90%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	89%	90%	75%
this school looks for ways to improve* (S2013)	100%	89%	88%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	70%	82%
they like being at their school* (S2036)	94%	60%	73%
they feel safe at their school* (S2037)	83%	80%	73%
their teachers motivate them to learn* (S2038)	89%	90%	82%
their teachers expect them to do their best* (S2039)	100%	90%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	80%	73%
teachers treat students fairly at their school* (S2041)	78%	80%	64%
they can talk to their teachers about their concerns* (S2042)	88%	90%	55%
their school takes students' opinions seriously* (S2043)	89%	80%	73%
student behaviour is well managed at their school* (S2044)	78%	80%	64%
their school looks for ways to improve* (S2045)	100%	90%	73%
their school is well maintained* (S2046)	94%	70%	73%
their school gives them opportunities to do interesting things* (S2047)	94%	80%	73%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	90%	100%	75%
staff are well supported at their school (S2075)	90%	100%	83%
their school takes staff opinions seriously (S2076)	90%	100%	83%
their school looks for ways to improve (S2077)	100%	100%	83%
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.

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Parent and community engagement

At Biboohra State School we actively seek parent engagement in a range of activities from accessing expertise to 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 Biboohra 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The three school Rules, Be Safe Be Respectful and Be a Learner focus students and their behaviours and interactions across environments. These rules work together with the Keys to Success of Getting along, Organisation, Confidence, Persistence and Resilience form a platform from which to discuss behaviours. Students are taught to use the High 5 to address situations of conflict. Additionally the school works with Life Educational Educators to support student's personal safety.

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	5	1	10
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

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. Biboohra 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.

The P&C has purchased a tank to catch water from the large covered play area to eliminate the need to buy water during the dry season.

The school is in the process of developing a sustainability policy that will outline procedures for all in respect to energy and water usage. It additionally incorporates curriculum related areas to develop an understanding of the need for sustainable practices

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	92,981	
2015-2016	93,920	
2016-2017	90,451	

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

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	6	7	<5
Full-time Equivalents	6	5	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	4
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $10 000

The major professional development initiatives are as follows:

- Positive Behaviours for Learning – key concepts and strategies; review of schoolwide system
- Introduction, support and mentoring for the sift, sort and prioritise process and 5 week data planning cycle.
- Introduce and support Problem solving process and strategies for Maths

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%	98%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 75% 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).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	79%

*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 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
2015	88%	93%	93%	93%	95%	95%	96%						
2016	94%	92%	89%	93%	92%	92%	92%						
2017	93%	92%	93%	86%	95%	93%	90%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is

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

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:
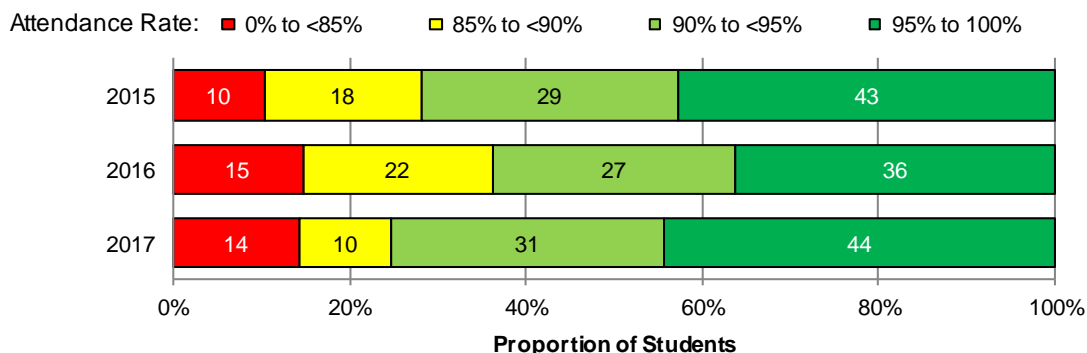
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Biboohra State School we check student absences on a daily basis and follow up with parents We mark the roll on OneSchool twice a day, in the morning and afternoon. Unexplained absences data is uploaded into SMS 4 Schools and text messages are then sent to parents, who are then able to respond by text message. This respond is then recorded against student absence.
All absences are recorded on OneSchool and those that are deemed unexplained are printed off through a report for each individual child and then letter 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%.

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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Find a school

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