Biboohra State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

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 six, the majority of the children attend Mareeba State High School. Biboohra State School is implementing the Australian Curriculum. 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.

School progress towards its goals in 2018

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

Future outlook

Our Explicit Improvement Agenda for 2019 is:

All students working at level for literacy or receiving an extension or support plan

We are working towards this goal by implementing the Literacy continuum to inform all members of the school community (teachers, students, parents and support staff) where students are, what their next step is, what goals we have developed for them and how they are going to achieve it.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	91	87	85
Girls	46	37	37
Boys	45	50	48
Indigenous	18	9	13
Enrolment continuity (Feb. – Nov.)	88%	93%	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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	23	20
Year 4 – Year 6	27	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size 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.

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, Sustainability and Well being
Italian for students in Years 5 and 6
Leadership Program for Students - Student Council

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 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/televisions 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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90% 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 (with 100% of students indicating they are getting a good education). Most students feel safe (96%) and like (93%) coming to school

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# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	90%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	90%	88%	100%
• their child feels safe at this school* (S2002)	100%	88%	100%
• their child's learning needs are being met at this school* (S2003)	100%	88%	80%
• their child is making good progress at this school* (S2004)	100%	88%	90%
• 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%	88%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	88%	90%
• teachers at this school treat students fairly* (S2008)	90%	75%	100%
• they can talk to their child's teachers about their concerns* (S2009)	90%	88%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	90%
• this school takes parents' opinions seriously* (S2011)	90%	88%	90%
• student behaviour is well managed at this school* (S2012)	90%	75%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)	89%	88%	100%
• this school is well maintained* (S2014)	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	70%	82%	100%
• they like being at their school* (S2036)	60%	73%	93%
• they feel safe at their school* (S2037)	80%	73%	96%
• their teachers motivate them to learn* (S2038)	90%	82%	96%
• their teachers expect them to do their best* (S2039)	90%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	80%	73%	88%
• teachers treat students fairly at their school* (S2041)	80%	64%	83%
• they can talk to their teachers about their concerns* (S2042)	90%	55%	85%
• their school takes students' opinions seriously* (S2043)	80%	73%	88%
• student behaviour is well managed at their school* (S2044)	80%	64%	73%
• their school looks for ways to improve* (S2045)	90%	73%	96%
• their school is well maintained* (S2046)	70%	73%	92%
• their school gives them opportunities to do interesting things* (S2047)	80%	73%	93%

* 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# 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%	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%	75%	100%
• staff are well supported at their school (S2075)	100%	83%	100%
• their school takes staff opinions seriously (S2076)	100%	83%	100%
• their school looks for ways to improve (S2077)	100%	83%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

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 education 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

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	1	10	14
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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	93,920	90,451	80,906
Water (kL)			

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* 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.

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

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

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

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	6	8	<5
Full-time equivalents	5	5	<5

*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	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	4
Diploma	0
Certificate	0

*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 $10,000

The major professional development initiatives are as follows:

- Moderation of student work with the cluster
- Australian Curriculum understanding and planning
- Introduction to the literacy continuum for writing
- Social-Emotional Learning in the classroom

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.	98%	97%	95%

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	92%	92%	90%
Attendance rate for Indigenous** students at this school	92%	79%	76%

* 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.

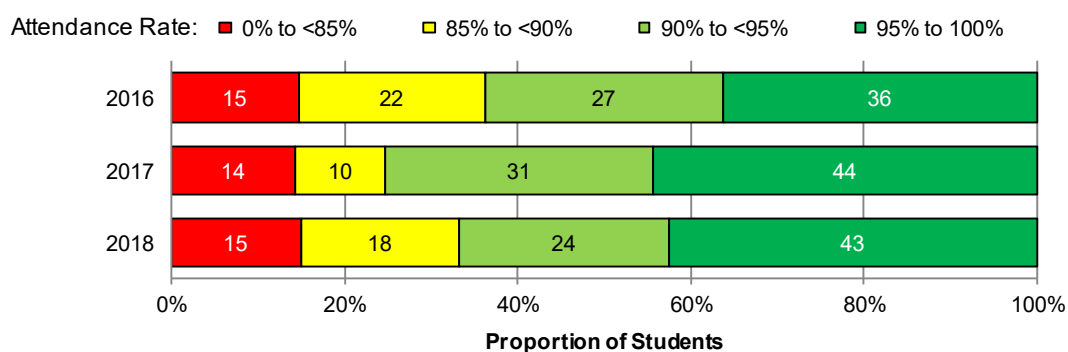Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	93%	91%
Year 1	92%	92%	91%
Year 2	89%	93%	91%
Year 3	93%	86%	93%
Year 4	92%	95%	86%
Year 5	92%	93%	94%
Year 6	92%	90%	88%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	15	22	27	36
2017	14	10	31	44
2018	15	18	24	43

Proportion of Students

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.

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.
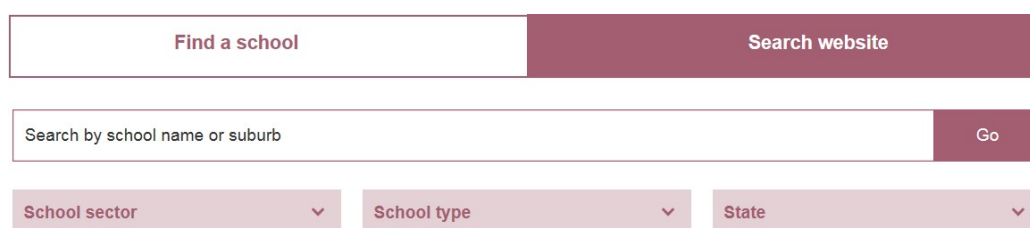All absences are recorded on OneSchool and those that are deemed unexplained are printed off through a report for each individual child and then letter are sent home asking for an explanation three times a term. To assist in getting students to school on time and every day we are developing engaging 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 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

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.