

Bauple State School

Queensland State School Reporting

2015 School Annual Report



Postal address	44 Forestry Road Bauple 4650
Phone	(07) 4129 2243
Fax	(07) 4129 2523
Email	principal@baupless.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	Mr William Snedden (Principal)

Principal's foreword

Introduction

Bauple State School is a small country primary school (Prep – Year 6) situated in the Fraser Coast Region, located approximately 40 km south of Maryborough and 55 km north of Gympie. It is situated in a rural area with sugar cane, small farming production and forestry being the major industries.

Our highest level of student enrolment in the 2015 school year was 72 students. Our dedicated staff members include: 4 qualified teachers, 5 teacher aides, 3 specialist teachers (visiting to deliver specialist lessons every week), an Administration Officer (AO2), a cleaner and a casual school grounds officer. As a whole school community, we have created a friendly learning environment where the individual needs of all students are uniquely catered for.

Bauple State School places great importance on the academic achievement and social development of each individual student. This report reflects our school performance in 2015, the school profile, social climate and curriculum offerings to promote positive and productive student learning outcomes for each student. Bauple State School staff members and students are committed to maximising achievement in all Key Learning Areas with a large emphasis on the subject areas: English, Mathematics and Science.

The Bauple State School Annual Report identifies key information relating to our school as at the conclusion of the 2015 school year.

School progress towards its goals in 2015

Bauple State School achieved success in the target areas established as a priority focus in the 2015 school year. The target areas were focused on achievement in the areas of: School and Community Partnerships, School Curriculum, Teaching Practice and Principal Leadership and School Capability.

School and Community Partnerships

Maintaining relationships with local community secondary schools to prepare students for the introduction of Year 6 students transitioning into the secondary school system at the conclusion of the 2015 school year.

Enacting components of the Parent and Community Engagement Framework to develop and implement educational initiatives in collaboration with community residents and businesses that will enhance student learning opportunities.

School Curriculum

Implementation of the Australian Curriculum and the Education Queensland C2C Units of Work in the Key Learning Areas of: English, Mathematics, Science, History and Geography. All classes are successfully implementing the English, Mathematics, Science, History and Geography (National Curriculum) using the C2C resources ensuring alignment with community expectations.

Targeting effective teaching practices to implement improvement strategies in NAPLAN student achievements in Literacy, Numeracy and achievement in the Upper Two Bands (U2B). Positive improvements across all assessable year levels were evident in 2015.

Teaching Practice

The continued school development of a pedagogical framework based on the Art and Science of Teaching (ASOT) framework.

A Teaching and Learning Audit of school operations delivered positive feedback to school staff and administration officers regarding school operations, effective practices and employment performance.

Principal Leadership and School Capability

All teaching and non-teaching staff members have participated in completing their Developing Performance Framework Plans, aligning them to the individual staff needs and school priorities outlined in strategic and systematic plans.

An Internal Audit of school operations delivered positive feedback to school staff and administration officers regarding school operations, effective practices and employment performance.

Future outlook

In 2016, the Bauple State School community will continue to focus on student learning outcomes through the implementation of a whole school inclusive curriculum targeting strong educational development in ACARA priority areas: English, Mathematics, Science, History and Geography.

As outlined in the 2016 Annual Implementation Plan, our target areas for development at Bauple State School in the 2016 school year are:

1. Creating successful learners through the implementation of the Australian Curriculum and the Education Queensland C2C Units of Work in the Key Learning Areas of: English, Mathematics, Science, History and Geography.
2. Analysing NAPLAN data to inform teacher offerings and to strengthen student Literacy and Numeracy results across the whole school and improve student achievement in the Upper 2 Bands of NAPLAN achievement.
3. Implementing a whole school targeted reading skills development intervention program focusing on the academic needs of each individual student. The daily 'Rapid Reading' program will target the individualised reading skill development and academic needs of each student enrolled in Year 1- Year 6.
4. Implementing and embedding the Developing Performance Review with all staff members (teaching and non-teaching) to ensure an alignment to school priorities and individual staff member needs.
5. Developing and enacting a pedagogical framework based on the Art and Science of Teaching model of instruction.
6. Further developing the whole school pedagogical framework to align with the school improvement plan with a continued focus on targeted Key Learning Areas.
7. Maintaining community partnerships and establishing productive relationships with members of the wider community. Enacting the Parent and Community Engagement Strategy to maximise opportunities for Bauple State School students.
8. Continuing to implement recommendations from the most recent Teaching and Learning Audit (2013) and Internal Financial and Operations Audit (2014) to develop strategies that will strengthen our school practices and performance.
9. Promoting parent/carer opportunities to engage in school based activities and to encourage parent/carer input into the learning opportunities offered as a part of their child's education at Bauple State School.
10. Articulating a whole school improvement agenda that is shared and known by all key stakeholders in the school community and overtly and rigorously enacted.
11. Implementing a whole school focused strategy on student attendance rates and student retention rates. Bauple State School will strongly support the DET 'Every Day Counts' attendance initiative for enrolled students.

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	76	41	35	9	87%
2014	82	42	40	11	89%
2015	65	30	35	10	88%

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:

Throughout the 2015 school year, Bauple State School had a maximum enrolled student population of 72 students. As at August 2015, 35 male students and 30 female students attended Bauple State School in the 2015 school year.

Students at Bauple State School represent a wide variety and diverse range of socio-economic, ethnic, cultural and religious backgrounds.

A conscientious effort is made by all staff members to cater for the specific needs of all students attending Bauple State School.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	22	21
Year 4 – Year 7 Primary	24	29	25
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	7	28	15
Long Suspensions - 6 to 20 days	1	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

Bauple State School provides students access to specialist lessons offered as a part of our school curriculum. Specialist staff members are employed to provide lessons in the Key Learning Areas of: Health and Physical Education, Music and Language Studies – German.

Specialist staff members are also employed to provide services to: SWD students, students requiring Learning Support, students requiring speech and hearing development support and students requiring support from a Guidance Officer.

Bauple State School offers a SEP (Special Education Program) – School staff members in 2015 have offered individualised learning programs for: Students with Disabilities (SWD). In 2015, Bauple State School catered for students that required support with: Intellectual Impairments, ASD, Autism, Hearing Impairment and Speech Language Impairment.

Every year Bauple State School joins with other local 'Theebine Cluster' schools to compete in the Theebine District Schools Sports Carnival. This event is the culmination of our sports focused lessons and annual school based sports carnival.

Extra curricular activities

At Bauple State School we believe that student participation in extra curricular activities promotes greater achievements in the curriculum program offered for engagement by all students. In 2015, our students were provided with the opportunity to engage in:

Queensland Premier's Reading Challenge

ANZAC Day March – Tiaro

Bauple Community Events – Celebrating our local community

Tiara Community Arts Festival

Queensland Arts Council Performances

Under 8s' Activities Day

NAIDOC Day Celebration

A variety of school excursions for all year levels

'Kids to Kangaroos' Rugby League Skills Development Program

'Auskick' Australian Rules football Skills Development Program

Maryborough District Sporting Team Events – Rugby League, Soccer, Tennis, Netball, Cricket, Athletics and Softball

Wide Bay Region Sporting Team Events – Rugby League, Soccer, Tennis, Netball, Cricket, Athletics and Softball

How Information and Communication Technologies are used to improve learning

ICTs are integrated across the curriculum offered at Bauple State School. Student to computer ratio is 1:3 and learning experiences aim to utilise the range of technological resources available to all students. Electronic interactive Star Boards have been purchased and installed in each classroom to enhance educational experiences and student learning opportunities. 12 new laptop computers were purchased in 2015 to create a new and exciting technology work area that is utilised by all students.

Our Technology Lab / Resource Centre is extremely well resourced with the latest technology devices and modern computer systems. Desktop computers, laptop computers and Apple iPads are available for use and accessed by students in all year levels.

Students in Prep – Year 6 use ICTs to develop knowledge and understanding of ICTs as: research and information tools, publishing and presentation tools, communication tools and creative design tools. ICTs are also an essential resource for teacher use when used for: curriculum planning, teaching practices, conducting assessment and reporting student achievements.

Nine iPads have been purchased for student and teacher use in daily activities. The Bauple State School Special Education Unit (SEP) utilises the mobile technology devices to encourage SWD students and students requiring additional support with their educational program to meet their learning goals.

Through classroom lessons and organised extra-curricular lunch break activities students have access to and engage in learning activities using: Bloggies (video/camera), digital cameras, hovercam, Bee bots and educational gaming systems.

Bauple State School has an accredited facilitator for Information and Communication Technologies and 4 qualified teachers who have attained their ICT Pedagogical Certificate (DETE endorsed).

Social Climate

Bauple State School consists of 3 classrooms: A **Prep / Year 1**, **Year 2 a Year 3**, **Year 4 / Year 5** and a **Year 5 / Year 6** class.

All staff members offer a high standard of professionalism and expect a high level of student engagement in learning experiences which strengthens the learning environment. A proactive behaviour management approach ensures a high standard of behaviour is expected at all times.

Bauple State School offers a religious education program which caters for many religious denominations and is an avenue for those students requiring pastoral care.

Staff members at Bauple State School provide all students with the opportunity to learn and develop in a safe, supportive and caring environment. Individual student needs are catered for when planning learning opportunities and specialist support staff members are consulted and utilised to offer all students the opportunity to maximise achievement and learning outcomes in a range of provided curriculum based and extra-curricular activities.

Through data collected from school opinion surveys, all students, parents/carers and staff members have expressed their overall satisfaction with Bauple State School being a safe and supportive learning environment for all students.

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)	97%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	97%	100%	100%
their child feels safe at this school (S2002)	93%	100%	100%
their child's learning needs are being met at this school (S2003)	90%	100%	91%
their child is making good progress at this school (S2004)	97%	100%	91%
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)	97%	100%	100%
teachers at this school motivate their child to learn (S2007)	97%	100%	100%
teachers at this school treat students fairly (S2008)	93%	100%	82%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	91%
this school works with them to support their child's learning (S2010)	100%	100%	91%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	90%	100%	100%
this school looks for ways to improve (S2013)	97%	100%	100%
this school is well maintained (S2014)	97%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school (S2036)	100%	100%	90%
they feel safe at their school (S2037)	100%	97%	90%
their teachers motivate them to learn (S2038)	95%	100%	97%
their teachers expect them to do their best (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	97%
teachers treat students fairly at their school (S2041)	86%	90%	87%
they can talk to their teachers about their concerns (S2042)	81%	93%	95%
their school takes students' opinions seriously (S2043)	95%	90%	91%
student behaviour is well managed at their school (S2044)	95%	90%	74%
their school looks for ways to improve (S2045)	100%	100%	97%
their school is well maintained (S2046)	100%	100%	92%
their school gives them opportunities to do interesting things (S2047)	90%	94%	87%

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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	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%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	92%	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%

'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/caregivers are encouraged to supervise, support and monitor their child's home learning activities each week through a signed report.

Parents/caregivers are encouraged to volunteer at the school as 'Literacy and Numeracy' tutors in all classroom environments as well as tuckshop operators and all parents/caregivers are encouraged to attend school working days and whole school extra-curricular events focusing on sporting, cultural and social activities. Parents are encouraged to support their child/ren in the classroom environment with any areas of expertise they possess that allow classroom teachers the opportunity to strengthen student engagement and enhance student learning opportunities offered to all students at Bauple State School.

All parents/caregivers are encouraged to become members of and contribute to the Bauple State School P & C Association. The Bauple State School P & C Association is integral to the success of our school and school based community operations.

At the conclusion of each school semester, a 'Celebration of Learning' culminating activity is held where parents are invited into the classroom and students are encouraged to exhibit individual and collaborative work completed during the semester of studies.

Parent/Teacher interviews are offered at the conclusion of Terms 1 and 3 in the school year. Written reports outlining student academic and social achievements are distributed to the parents/caregivers of each student at the conclusion of Terms 2 and 4 in the school year. Parents/Caregivers are also encouraged to visit the school principal and teaching staff members at a suitable time before or after school to discuss their child's academic and social development if required.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Members of the Bauple State School community employ many strategies in their efforts to promote environmentally sustainable practices with the aim of reducing our school and individual environmental footprint. Staff members and students are conscious of their electricity and water usage and aim to conserve these resources through correct practice and following basic conservation strategies in place at Bauple State School.

Electricity consumption at Bauple State School has marginally increased at a rate of 0.0034% from a total usage of 16 352 kWh in 2013/2014 to 16 408 kWh in 2014/2015. As we have noticed an increase in the financial expense associated with electricity services, students and staff members have endeavoured to reduce electricity consumption throughout the 2015 school year.

Bauple State School accesses the majority of used water supplies from multiple rain water tanks located strategically around the school grounds. Some water supplies are accessed through the school water bore supply.

Bauple State School is serviced with weekly general waste management services provided through the Fraser Coast Regional Council. Bauple State School is serviced with fortnightly recyclable waste management services provided through the Fraser Coast Regional Council.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	22,992	0
2013-2014	16,352	0
2014-2015	16,408	0

*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

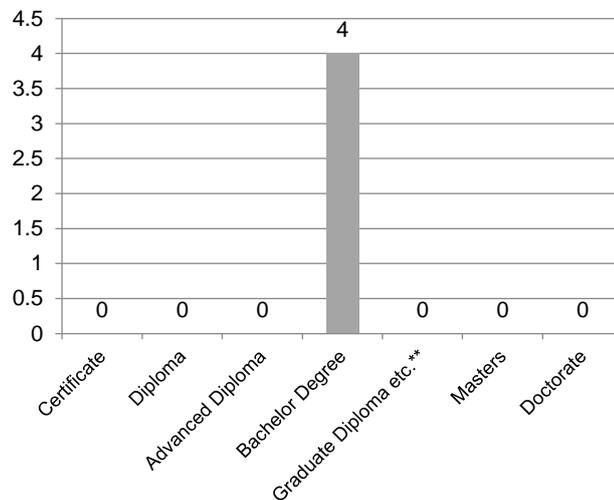
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	7	0
Full-time equivalents	4	4	0

Qualification of all teachers

All 4 full time equivalent classroom teaching staff members and part-time/casual teaching staff members employed at Bauple State School during the 2015 school year had attained their Bachelor of Education Degree qualifications from Australian based educational universities.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	4



*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 \$4945.

The major professional development initiatives are as follows:

Principal's Business Meetings – North Coast Education Region

QASSP Queensland State Conference for School Leaders (Principals and Heads of Schools)

Implementation of the Australian Curriculum and the DETE C2C Units of Work

Literacy and Numeracy – Effective Teaching and Learning Practices

EATSIPS Training – Embedding Aboriginal and Torres Strait Islander Perspectives in Schools

One School – Data Management Training for School Administrators and Business Services Managers

Students with Disability – Training for school staff

Special Education Network Meeting – Fraser Coast Region Schools

Developing Performance for all DET staff members – Work Performance Training

First Aid training for all staff members

Code of Conduct / Ethical Decision Making Training for Queensland Government Employees

Workplace Health and Safety Training for Queensland Government Employees

Student Protection Policy Training

Behaviour Management Training – Implementing and monitoring positive behaviour management strategies

ICT and Digital Technology workshops

District Schools Assessment Task/s Moderation – Theebine District Cluster of Schools

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.	96%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% 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

GO

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).	94%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	90%	91%

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)

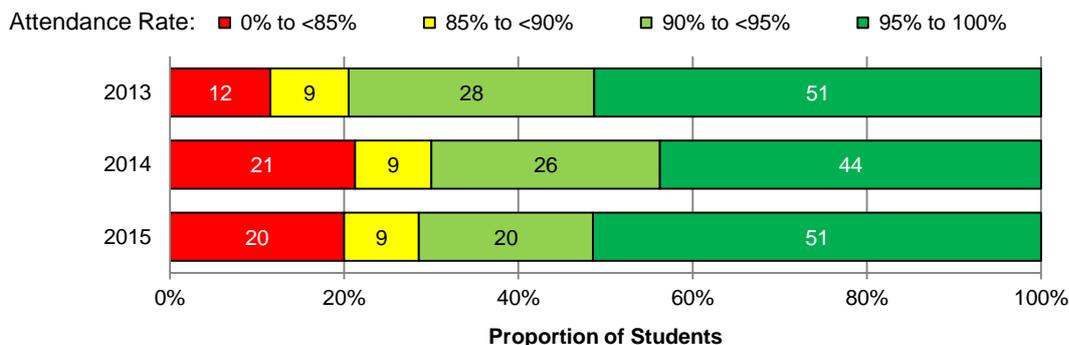
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	96%	91%	95%	94%	91%	94%	96%					
2014	90%	93%	95%	88%	93%	91%	89%	88%					
2015	88%	91%	93%	94%	80%	93%	89%	-					

*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.

Bauple State School student attendance rolls are accurately marked through the One School electronic roll marking application using a clearly outlined code by all classroom teachers under the supervision of the school principal. Bauple State School attendance rolls are marked twice in each school day (at the beginning of the school day and at the beginning of the afternoon learning session) to ensure student attendance is maintained for the duration of the whole school day.

Unexplained absences and prolonged absences result in the school principal or school Business Services Manager contacting parents/guardians to discuss the student absence from the school environment. Administration staff at Bauple State School will consult with North Coast Regional Office personnel regarding correct procedures to follow and implement in circumstances where intervention, due to student absence, is required.

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

Sector:

Government

Non-government

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 results.