Key Strategic Issues 2009-2011

- Develop a proactive and positive approach to embedding the values in the Responsible Behaviour Plan to ensure the learning of students continues in a safe, tolerant and disciplined environment.
- Introduce Bauple State School Curriculum Plan - Curriculum changes supporting more in depth learning, improved literacy & numeracy intervention and supporting Gifted and Talented Students.
- Implement Effective Teaching to improve the performance of students who are at risk of disengagement in classroom based activities.
- Enhanced engagement with departmental staff to ensure our workforce has the capability and flexibility to deliver education reforms and high quality education.
- Increase parent awareness of QCAR and how this works in multi-age classrooms. (Commence advertising term programs via the newsletter or email)
- Increase contact time for ICT hardware and provide integrated use of technology across all KLAs.
- Provide opportunities for staff to participate in developing their professional development (Developing Performance Framework)

CERTIFICATION
This School Strategic Plan was developed in consultation with the school community.

-------------------------------------------------  ------------------  ------------------
Susan Booth                                      Mary Liddell        Karen Howes
Principal                                      P&C President       Executive Director Schools Wide Bay South
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Statement of Purpose</td>
<td>3</td>
</tr>
<tr>
<td>Section 2</td>
<td>School Context</td>
<td>4</td>
</tr>
<tr>
<td>Section 3</td>
<td>Review of Strategic Plan (2006-2008)</td>
<td>16</td>
</tr>
<tr>
<td>Section 4</td>
<td>Triennial School Review Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Findings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>Section 5</td>
<td>Strategic Plan 2009-2011</td>
<td>19</td>
</tr>
</tbody>
</table>
SECTION 1 STATEMENT OF PURPOSE

Introduction

This Triennial School Review and Strategic Plan is a brief document which encompasses the school's key strategic directions for the next three years and informs the development of the Annual Operation Plan. It details the way in which the school will work toward the achievement of:

- the QSE-2010 objectives and the direction set by Destination 2010
- the school based priorities and outcomes

Statement of Purpose

Mission Statement

At Bauple State School we aim to provide each child with the opportunity for quality learning in a safe, tolerant and supportive environment and to enable them to achieve their potential and goals in life. We encourage and provide opportunities to assist children to become life long learners and contributing members of society.

The Bauple State School Community actively promotes the following values, which will characterise all patterns of relationships within our school.

We care for our learning, for others, for ourselves and for our school.

Bauple State School’s Values and Beliefs:-

- **WE VALUE A CO-OPERATIVE ENVIRONMENT**: The organisation of our school is based in a desire to achieve the cooperation of all participants in seeking jointly determined outcomes.

- **WE VALUE THE DEVELOPMENT OF SELF DISCIPLINE**: Self discipline is based on freedom and responsibility. Students must be able to assume responsibility for choices they make.

- **WE VALUE AN ENVIRONMENT, WHICH DEMONSTRATES MUTUAL RESPECT**: Responsible action is based on reasoning and valuing of self and others with their different backgrounds, experiences, values and beliefs.

- **WE VALUE AN ENVIRONMENT WHERE RESPONSIBILITIES ARE SHARED**: At Bauple State School, we aim to develop within all students the age appropriated skills of decisions making as a member of a group and as individuals.

School Motto is our Vision

Our school motto is “ONLY OUR BEST” and all the staff work to ensure this happens for all students by providing learning episodes and support the individual to achieve “ONLY THEIR BEST”.

Location and Characteristics

The Bauple State School is a small country school situated in south-east Queensland, approximately 40 kms south of Maryborough and 55 kms north of Gympie. It is situated in a rural area with sugar cane, cattle, small crops and forestry being the major industries. The Bauple State School and community prides itself on providing quality education with a caring ‘small country school feel’. Parents and community members are actively involved in daily school life. Many visitors comment on the friendly and positive atmosphere of the school. The Bauple State School is central to many events that happen within the local area. Relationships between the school and community organisations are very good, with the community as a whole being supportive of the school.
## Part A: LEARNING

### Our Students and their Achievements:

<table>
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<tr>
<th>Component</th>
<th>School Context</th>
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<tr>
<td></td>
<td>Currently Bauple State School has a total of 80 students, split into four multi-age classes housed in 2 co-operative classrooms. Our students come from a range of socio-economic backgrounds. Some of our families are living an ‘alternative’ lifestyle. A proportion of parents are unemployed or receiving a pension. The student population comes from Bauple Township as well as 2 small acreage estates to the east of Bauple. A significant number of students travel via bus to and from school each day. 3 bus runs operate at present. Communication channels within the school community include a weekly school newsletter, monthly calendar and a bi-monthly community newsletter titled ‘Bauple Bulletin’ produced by the P&amp;C Assoc. Community use of school facilities is supported and actively encouraged. There is a core group of long-term families in the area. Additionally, there is a significant proportion of short-term enrolments from families that have higher mobility. A small number of enrolments are ‘in care’ which impacts on enrolment numbers and school-based programs for these students. In the last three years the total enrolment has shown a gradual increase. A number of families are moving into the Bauple area, many properties have been purchased by younger families or families with a large number of children with varying ages. The increase in enrolments meant a fourth teacher contracted to the school for Term 4 of 2007. In 2007, we had an enrolment of two preps with one transferring to Brisbane, therefore one Year 1 student for 2008. With the large number of enrolments for 2008 this increased to two Year 2 and ten Prep students and at the end of 2008 we have an enrolment of twelve Prep students whose family has bought property or housing in Bauple and in 2009 nine (formal) enrolments for Prep at present. Plans for further land development will bring an enrolment growth in the near future. At present, we have 7 students with EAPs, up until 3rd Term we had 10 students with an EAP. According to our school data 54% of students are on a learning program to support them at school. Our small portion of Gift and Talent Students are included in the above percentage. Programs such as SAR, SAW, SAN, ELF, PAL and Essential Skills; and Speech Language programs are implemented. These programs are implemented by the Teacher Aides with the classroom teacher guiding and overseeing the learning improvements. The average attendance rate for our students is 94% with unexplained absences being minimal.</td>
</tr>
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</table>

| Our Students | |

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| | |</p>
<table>
<thead>
<tr>
<th>Student Achievements</th>
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</table>
| Small or various year levels make comparisons across the three year cycle difficult. In small year groups results have a much greater impact on school averages. Data collected shows improvement in less students requiring support in the Year 2 Net; even though this is an excellent result our students are still below or on par with like schools and the state average (especially in Reading). During the last three years most students have improved in systemic data and school based data; the results are still below or on par with like schools and state average. Over the last 18 months a school based spreadsheet indicates the needs of Bauple State School, 54% of students require support to achieve their potential. Of that 54%, 5% are gifted and talented and are supported in their requirements to achieve their potential. Students with Disabilities, learning disabled and learning difficulties are supported through school intervention programs and AVTs. Currently there are seven students who are working in IEP prior to this Bauple State School averaged 10 depending on a transient population. Bauple State School continues to allocate targeted and school funds towards providing teacher aides who are skilled in providing quality intervention programs. During 2008 all T/As was in-serviced in all areas of Disabilities and challenging behaviours. Parent support is vital to enhancing student achievements; this support has declined over the last 3 years. Our students have achieved successes in
- School, Theebine District Sports and Zone Sporting events - Athletics and Cross Country
- QCWA Country of Study
- Tiaro Community Art and Craft Show
- Jump Rope for Heart
- Big Morning Tea
- Bras for Breast Cancer
- Smart Moves Program - Daily PE
- Theatre Restaurants
- Community performances |
### Our Learning (Curriculum) Framework:

<table>
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<th>Component</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Essential Learnings</td>
<td>Over the last three years (2005-2007) the curriculum was structured through curriculum organisers delivered via a two year cycle. The 8 key learning areas were taught through integrated units of work that had been developed to engage students and provide quality learning experiences. At Bauple State School we have been planning, teaching, assessing and reporting using outcomes based syllabus. During 2008 the staff have been exposed to Essential Learnings and Standards (QCARF) and teaching staff were given this year (2008) to begin trialling ELS in their planning. At present our classes are split into P-3 creating an Early Childhood double classroom (with two class teachers). Our Yr 4-7 work together with two class teachers. In 2008 this classroom was created to develop the Middle School Phase at Bauple. It has continued to engage boys in learning and lessened the numbers of reluctant learners in these year levels. Bauple State School focuses around the multiage structure of each classroom.</td>
</tr>
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<td>Throughout 2008 Bauple State School became an active member of the Wide Bay South Small School Cluster. The Small Schools through District funding has a working party that has created the following:</td>
<td></td>
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<tr>
<td>- A Small Schools Curriculum Plan that matches in with the new P-12 and has hyperlinks to the EQ websites on areas including Gifted and Talented Education, Essentials Learnings and standards, Developing Performance, SWD, QCAR, Middle School, Early Year Guidelines. This list is many, only a few have been listed.</td>
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<tr>
<td>- A Unit Plan template, it can be used and modified by schools that match the QSA. The template includes: Gifted and Talented Education, Essentials Learnings and standards, SWD, QCAR, Middle School, Early Year Guidelines and ICTS (this is not a limited list). Schools do not have to use this template; it is available as a reflection tool. (The working party has produced a preface to this unit plan which explains what needs to be covered in a school unit plan if this one is not used by a school). It is a checklist which can be used as a reflection tool within a school.</td>
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<tr>
<td>- A Small Schools Cohort Mapping Tool that maps a Cohort or year level through the school (similar to the Year 2 Net Format) to ensure that all the essentials have been covered. This document allows for flexibility within a school and allows teachers creativity in developing units that map the essentials instead of the Block In approach of saying which units have to be covered.</td>
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<td>With new principal mid year of 2007 a few changes occurred</td>
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<td>- ICT's - animations were introduced into the Year 5-7 cohort and this has been extended into Years 4-7 in 2008 (a computer lab with interactive whiteboard, data projector for classroom use - 2008). New software and site</td>
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</table>
**SECTION 2 SCHOOL CONTEXT**

<table>
<thead>
<tr>
<th><strong>licences purchased taking the school into the 21st century.</strong></th>
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<tbody>
<tr>
<td>• Collaborative planning between classes in same classrooms and</td>
</tr>
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<td>• Whole school planning in term 2, 3 &amp; 4 working through same integrated thematic Unit. As a large small school this is an exciting new phase of education for our students and teaching staff (including TAs)</td>
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<td>• Teachers were issued the Essentials Learnings and Standards, the Scope and Sequence Documents and Professional Standards for Teachers (College of Teachers Publication) as part of their planning documents</td>
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<tr>
<td>• Totally revamped a Responsible Behaviour Plan for Students</td>
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<tr>
<td>• A spreadsheet of all students who require need of a school based/specialist designed program</td>
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<tr>
<td>• Extra support for all students including G&amp;T students has been increased through school, district, regional and government funding. AVTs have been contacted and invited to school to assist in developing programs.</td>
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<tr>
<td>• 16 Guitars have been purchased (P&amp;C donation), our music teacher has begun an instrumental program this term (Term 4 2008)</td>
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<td>• Drug Education – Student forum was held</td>
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<td>• Daily PE was introduced, this takes place each morning for 30mins</td>
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<td>• Friday Sport was reintroduced with soccer and Rugby League on offer. Discussions have been held with two of our neighbouring small schools and planning is underway to implement a program that will see all three schools come together for weekly sport. Bauple State School hosts Theebine and District Athletics. This event attracts approximately 800 students and families from nine small schools in the district.</td>
</tr>
<tr>
<td>• An extension to “Fruit and Vegie” break at 10 am is by promoting grazing. Each student brings brain food to graze on during the session of school. Foods such as nuts/seeds (no allergies at Bauple), dried fruit, carrot/celery sticks cheese cubes, unsalted/unbuttered popcorn and protein food sticks. The food is kept in sealed bag or in a container, in the student’s desk and the students eat when they are hungry. Water bottles are encouraged to be kept in the classroom. They are placed under the student’s desk.</td>
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**Teaching Strategies**

Throughout the later part of the three year cycle, teaching strategies at Bauple State School has been challenged, discussed and changed to engage learners from all year levels. Inappropriate or disruptive behaviour is on the decline as students engage in the learning episodes on offer. The multi-age small rural school setting allows teachers to provide responsive individualised teaching strategies. Learners are able to develop at their own pace within a group characterised by difference. Our small rural school setting provides a very supportive social environment. Information and Communication Technologies are used extensively to meet the needs of individuals learning program and to extend the boundaries of small rural school learning environments. In 2008 all permanent teachers achieved the ICT Certificate.
Education Enterprise was introduced into Bauple State School. This was highlighted as the Student Council continued their fundraising activities. This is another avenue to ensure all students are engaged in education/academic classroom activities.

In 2009 will see an implementation of Intellectual quality, promoted by developing, for example, higher-order thinking, deep understanding, deep knowledge, substantive conversations, critique of knowledge, and foregrounding aspects of language, grammar and technical vocabulary.

Authentic and powerful pedagogy focuses on identifying, analysing and resolving immediate challenges in learners' worlds. It should be demonstratively connected to their worlds, and enable them to analyse, theorise and intellectually engage with those worlds. A relevant curriculum typically ranges across diverse fields, disciplines and paradigms, connects with students' background knowledge, connects to real-life contexts, and focuses on identifying and confronting real-world challenges.

When pedagogical practice promotes supportive social environments, it enables students to have a say in the pace, direction and outcomes of the lesson, provides a supportive, positive environment, ensures that students are engaged and on-task, makes explicit the criteria for judging student performance, and encourages student behaviour that is self-regulatory.

Assessment is seen as a key aspect of teaching and learning process. Assessment provides a means of celebrating successes, identifying needs and informs the planning process.

At Bauple State School teachers have committed to implementing the QCAR Framework, utilising the Essential Learnings and Standards, Scope and Sequence and the other resources on the QSA site. The Yr 4-7 teachers are using Assessment Task Sheet and Criteria Achievement Matrix. It is expected P-3 Teachers will follow in 2009. Samples of students work are kept in the students' portfolio.

In addition, our school uses diagnostic tests eg; Waddington Reading and Spelling, PM Benchmark, and in 2009 the South Australian Spelling Test, the Holborne Reading Test and Prose Inventory will be reintroduce. These tests map students' progress throughout their time at Bauple State School. QCATS was trial this year and in 2009 QCATS will be introduced to Year 6. A focus of literacy strategy is the development of an understanding of multiliteracies and how this impacts on literacy learning.

Formal written reporting occurs at the end of each semester. Reports are collaboratively developed to ensure that they are meaningful to parents and students. Formal interviews are held twice a year. Parents and caregivers are encouraged to approach the class teacher to discuss their child's progress and any concerns they may have.
### Assessment Practices

Assessment is an important aspect of the learning process. Assessment is embedded in the curriculum allowing teachers to provide informed judgement about student's learning and students' demonstrated performance of Essential Learnings. These judgements are used to develop further curriculum.

High quality assessment is provided by:

- Using a variety of assessment tasks
- Providing clear criteria for assessment
- Providing constructive feedback to the learner and parent
- Using a variety of assessment techniques to cater for individual learning styles

Assessment techniques include:

- Focussed Analysis - assignments, tests, projects
- Observations - oral presentations, checklists, anecdotal records
- Peer and Self Reflection - interviews, checklists, surveys

Bauple State School uses a holistic approach to assessing which includes the Year 2 NET and the Year 3/5/7 (NAPLAN), QCATS and previously mentioned diagnostic tests.

### Reporting Student Achievement

Bauple State School provides informed reporting to parents based on information collected from assessment. Reporting occurs throughout the year in a variety of contexts. Formal reporting includes bi-annual written reports and face to face reporting (parent interview). Informal discussions provide feedback on student achievements. Parents are encouraged to approach the class teacher to discuss their child's progress and any concerns. Bauple State School will be using ONE SCHOOL for Term 4 2008.
### Part B: **SCHOOLS**

#### Our Learning Environment:

<table>
<thead>
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<th>Component</th>
<th>School Context</th>
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| **Supportive school environment and Code of Behaviour** | Bauple State School has totally revamped the Responsible Behaviour Plan for Students. At Bauple State School, we aim to achieve to provide each child with the opportunity for quality learning in a safe, tolerant and supportive environment and to enable them to achieve their potential and goals in life. We encourage and provide opportunities to assist children to become lifelong learners and contributing members of society.  
To have a supportive school environment where everyone feels safe and happy, we need to uphold certain rights and responsibilities. We all have the same rights. There are no rights without responsibilities. A right is something, which belongs to us but it can be forfeited by our own actions. Responsibilities are things we should do without being told. Some of these we should do for others and some of these we should do for ourselves. In exercising our rights, we will not deny the rights of others and know our actions will be corrected if we do. To help protect our rights and to encourage responsibilities, we have basic and procedures for our classroom and for our school community. The Responsible Behaviour Plan for Students is one way of creating and upholding a safe, tolerant and supportive school environment. |
| **Information and Communication Technologies (ICTs)** | The advancement of technology around the world has made it essential for schools to develop the teaching of Information and Communication (ICT) skills as an integral part of daily teaching. ICT is utilised to extend learning environments and networks to minimise the impact of geographic isolation. At present all computers are under 3 or 5 years old.  
In the last 6 months we have been changed to a MANAGED OPERATING ENVIRONMENT (MOE) and using ONE SCHOOL, at present the teachers are eagerly waiting for their laptop (supplied under the program ‘Computers 4 teachers’). All permanent teachers obtained an ICT Certificate. All school computers have 24 hour internet access and typing skills has been reintroduced during 2008. Bauple State School will be implementing an ICT continuum of learning catering for all year levels.  
In the last 12 months Bauple State School has planned, sought and received funding to purchase hardware and software to bring Bauple into the 21st Century.  
**To date:** 4 digital cameras (each class has one), Computer lab created comprising of computer gas chairs, computer benches, 2 computers, 1 monitor for Library computer, Interactive white board, 2 data projectors and new server. |
The school itself consists of four buildings and 2 sheds. One shed is for general storage and the other for groundscare equipment. (2009 a new resource storage shed will be constructed)

The main building is a highset building, which includes the Administration, Staff room, Health/sick area and Common Room (It is the original school building). A modular building consisting of a double teaching space which has been converted into a computer lab and a well resourced library. A lowset building containing two double teaching spaces housing Years Prep - 3, at one end and Years 4-7 is at the other end. The remaining building is an Amenities Block that contains the student, staff toilets and cleaners storeroom.

The grounds contain sporting facilities which include a newly sealed multi-purpose court - tennis, basketball, netball & volleyball; a tennis practice wall, a covered playground for students of Years 4-7; play equipment at the front of the school for students of Years 1-3. Well-maintained gardens with student seating are placed throughout the grounds. At Bauple State School we have a forestry area which is the home to Richmond Birdwing Butterfly. This area has the ability to be used for learning activities.

Bauple State School has a very active Work Place Health and Safety Committee who identifies areas to be addressed through the school officer tasks, grants, planned/ unplanned maintenance.

<table>
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<th>Our Community:</th>
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<tr>
<td>Component</td>
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<tr>
<td>Community Profile</td>
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</table>
### SECTION 2 SCHOOL CONTEXT

| Community Partnerships | Local community organisations include the Bauple School Parents & Citizens Assoc., Bauple Q.C.W.A., Bauple Playgroup, Bauple Tennis Club, Bauple Band Hall Committee, Bauple Recreation Ground Assoc., Bauple Scout group and Bauple Rural Fire Brigade.  
BJAG (Bauple Junior Activities and Games) is organised and funded by members of the Bauple and District Recreation Grounds Assoc. Inc for the enjoyment of the youth of our community.  
The community has a history closely linked with the school and several generations of the same families attending Bauple State School. The school community is very supportive of the school.  
Relationships between the school and these organisations are very positive, with the community as a whole being supportive of the school.  
Communication channels within the school community include a weekly school newsletter, monthly calendar and a bi-monthly community newsletter titled 'Bauple Bulletin' produced by the P&C Assoc. Community use of school facilities is supported and actively encouraged. In 2009 the community will be invited to utilise the computer lab and resource centre.  
The local Tennis Association uses the multi-purpose court on Tuesday during school time for social and competition tennis.  
Close ties have been re-established with Theebine and District Sports Committee, Maryborough and Aldridge High Schools and the Wide Bay South Small Schools Cluster (WBSSS).  
Bauple State School has fostered strong links with Tiaro Police, Maryborough Police, Mental Health, and Department of Child Safety. |
## Our Resources:

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<th>Component</th>
<th>School Context</th>
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| **Government core and targeted funds** | At present, Bauple State School is managing a school budget of $125,300. Bauple State School operates School Based Management Option 1. After a recent audit Bauple State School was said to have firm Financial Management and all accountability practices have been implemented to reflect the mandated departmental guidelines and audit reports. Bauple State School is primarily funded through GAPS payments through core grants and additional funding for targeted state and federal programs include:  
  - UPLG (Upper Primary Literacy Grant)  
  - Indigenous Education  
  - Swimming  
  - Year 2 Net and Intervention  
  - ICTs for Learning  
  - LESPSS – Literacy Enhancement  
  - Drug Education |
| **Funds from other sources**        | Over the last three years funding as been forthcoming from the following sources  
  - Library Grant  
  - Investing in Our School Program  
  - Community Gambling Benefit Fund  
  - Community Development Fund (refurbished tuckshop)  
  - Bauple State School P&C - buses for excursions, swimming, Books for End of Year Awards, Camps, Year 7 Graduation Dinner.  
  - Drought Fund  
  - Prep Resources – Facility Grant and Resource Grant |
| **Assets including ICTs**           | Staff satisfaction with resources is above state average. At present our Teacher Resource Library is well stocked, a refurbished tuckshop for student use on non tuckshop days, new ride-on lawn mower, photocopier, maths games, computer gas chairs, computer benches, 2 computers, 1 monitor for Library computer, Interactive white board, 2 data projectors, new server and a DECT phone system (giving communication from the office to the classrooms). We are proud of our assets for students and staff to use. |
School Governance:

<table>
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<th>School Context</th>
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| Leadership and management processes and structure | For a small rural school, Bauple State School is unique with regards to leadership and management of our school. It is a three tiered managed school.  
1. Teaching Principal and staff (depending on enrolments averaging 3-4 teachers per year) Weekly meeting  
2. P&C - monthly meeting  
3. Management Committee - Term meeting  
Decision making occurs through the management committee, which consists of principal, staff members (voluntary), P&C executive and parents’ reps from each class. The Management Committee meets to conduct strategic planning, review existing policies/programs and implement new priorities.  
During the last 12months many new policies and programs have been endorsed by the Management team such as Homework Policy, Smart Choices Policy and more recently SunSmart Policy. |

Part C: SCHOOLS WORKFORCE

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<th>Component</th>
<th>School Context</th>
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</table>
| Workforce capability and flexibility | At present, Bauple State School is a four teacher school, with a teaching principal. Depending on enrolments is how the year levels will be broken up into classes. 2008 saw a P-3 adopting the Early Childhood Framework and Yr 4-7 adopting the Middle School Philosophy. The teachers are working collaboratively in their classrooms or whole school units plans were implemented in Term 2 and 3 (2008). Bauple State School has 2 permanent teacher aides and 3 causal teacher aides. Our teacher aides work in the classroom supporting the teachers as well as implement programs such as ELF, PALS, Essential Skills and Speech Language programs.  
We are further supported by Music, Physical Education, Library and LOTE teachers. Our Special Needs students are supported by a Special Needs Teacher (0.2), Learning Support teacher/Year 2 Net (0.3), Guidance Officer (0.1), Speech Language (1/term) and Behaviour Support Teacher (0.1) Our AVTs for SLI, ASD, II and PI students come on request. |
The introduction of the Developing Performance Framework has identified Professional Development is required by all staff. This is aligned with Wide Bay South Strategic Plan. Bauple State School continues to budget for updated PD meeting with systemic and school requirements.

**Staff Development Priorities:**
- QCARF (Queensland Curriculum Assessment and Reporting Framework)
- Literacy training for Teacher Aids
- Literacy training for Teachers (P-3)
- Literacy training for Principal
- Prep Training for Teachers and Teacher Aides
- First Steps in Maths
- Behaviour Management - Micro Skills (Essential Skills)
- Professional Standards for teachers
- Developing Performance for all staff
- ICT Certificate
- Gifted and Talented Education
- Crossing Cultures - Everyone’s Business, The Hidden Story and Ernie Grant’s Framework
- Teacher Aide Training in Special Needs - ASD, Challenging Behaviours, SLI, PI,
- Construction Blue Card - School Officer (groundsman)
- Cleaning Training for permanent and casual cleaner
- Finance and Budget Workshop - Principal and AO2
- Financial Training for Principal
- Writing descriptors and Criteria sheets
- Learning and Leadership Days for Teaching Principal

A warm, caring, supportive environment has been fostered at Bauple State School. The staffroom is the hub of the school for all staff. We celebrate birthdays, Christmas and other milestones staff go through, throughout the year. Our staff look out for each other, ensuring that a balance between home and school is maintained.

The Day Book and the staff Weekly Memo was introduced in 2007 and it is a convenient way for communication in our busy day at school. At the beginning of each term the ritual is to put all the dates on the Term Planner, even weekend events. This is added to religiously by one of our dedicated Teacher Aides. Staff Meetings are held regular once a week which is attended by all including the cleaner. Decisions are made collaboratively and ensure all stakeholders are involved. Staff has access to Employee Advisor and Rehabilitation Officers.
## Part A: School Highlights

<table>
<thead>
<tr>
<th>Learning</th>
<th>Schools</th>
<th>Workforce</th>
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</table>
| - Theatre restaurants have been excellent showcase for the ARTS in our school. | - Our circulation of the Weekly Newsletter covers the immediate and surrounding community. It can be accessed on the school website.  
  - Student, Staff and community achievements  
  - P&C events  
  - Information on Literacy, Numeracy and support for Parents in raising children  
  - Participation in a variety of community based events  
    - ANZAC DAY ceremony – supporting Tiaro RSL  
    - QCWA Country of Study  
    - QCWA Christmas Tree Night  
    - BJAG (Bauple Junior Activities and Games)  
    - Council Events – singing the National Anthem  
  - P&C has provided donations for 16 guitars, Book prizes for the end of Year Awards, cost for buses, camps and tuckshop  
  - Levels of Parent Satisfaction have been maintained at or above state averages for:  
    - School Climate  
    - Learning Climate  
    - That this is good school  
    - Work value and recognition | - Teaching principal taking an active role in cluster and district strategic priorities and initiatives.  
  - With the revamped Learning Support Program, all staff are working together to implements programs, ELF, PAL, SAW, SAR, SAN and Essential Skills with the Teacher Aides leading the professional dialogue amongst all staff.  
  - All permanent teaching staff attaining their ICT certificate level.  
  - One school training and preliminary implementation of behaviour and reporting to parents.  
  - Staff have begun to network with other small school in the Wide Bay South Small Schools Cluster.  
  - Level of Staff satisfaction have been maintained above the state averages for:  
    - relationships  
    - Staff Morale  
    - That this is good school  
    - Work value and recognition |
### Part B: Achievement of Strategic Directions

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be engaged in quality learning experiences that reflect real life skills and experiences and promote a lifelong love of learning</td>
<td>Bauple State School is an active member of the Wide Bay South Small Schools Cluster. Our cluster has been working towards improving consistency and innovative units of work. The WBSSS has developed a whole school/cluster Curriculum Framework and Cohort Mapping tool and including Unit of Work template. A two hour literacy block was introduced making this conducive to students being engaged in literacy activities. Sound Waves and Jigsaw Maths has seen more students completing set tasks. These activities have promoted discussions amongst the students. 100% of Parents, students and staff thought the school was a good school and majority of parents and students stated they received a good education. Animations were introduced in 2007 opening the variety of learning for even the disengaged student. Bauple State School has held and participated in sports day where all students from Prep -7 achieving their best</td>
</tr>
<tr>
<td>Our school will have supportive school environment that develops resilience, self-efficacy and self-confidence. All members of the school community take pride in the school, feel valued and are respected.</td>
<td>Consistent school wide focus on proactive Behaviour Management, with the revamping of the Bauple State School Responsible Behaviour Plan Weekly class awards - Confidence Award, Getting Along Award, Persistence Award and Organisation Award and including the newly introduced weekly 'Principal Award' Students work is on display in the foyer. Parents and community members use the 'OPEN DOOR' policy at Bauple State School due to the honest two way dialogue and feedback. Introduction and the positive participation in singing the National Anthem, articulating our School Motto and wearing the school uniform.</td>
</tr>
<tr>
<td>Our school will have a professional caring staff that has the capacity to achieve quality outcomes for students.</td>
<td>Staff at Bauple has engaged in many types of professional development. Mid 2007 saw all staff participating in professional dialogue and feeling comfortable and confident their opinion was valued. Many different programs were implemented into the classroom by the teachers and teacher aides working together for one purpose - Bauple Students achieve quality outcomes. 100% of Parents, students and staff thought the school was a good school and majority of parents and students stated they received a good education.</td>
</tr>
</tbody>
</table>
### Part C: D2010 Performance & 2010 Targets

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages of students not requiring additional support for each area of the Yr 2 Diagnostic Net: Reading</td>
<td>47.9%</td>
<td>28.6%</td>
<td>25%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Percentages of students not requiring additional support for each area of the Yr 2 Diagnostic Net: Writing</td>
<td>85.7%</td>
<td>71.4%</td>
<td>50%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Percentages of students not requiring additional support for each area of the Yr 2 Diagnostic Net: Number</td>
<td>85.7%</td>
<td>28.6%</td>
<td>50%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Percentage of students achieving national Year 3 Reading benchmarks</td>
<td>75%</td>
<td>100%</td>
<td>85.7%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 3 Writing benchmarks</td>
<td>83.3%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 3 Numeracy benchmarks</td>
<td>83.3%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 5 Reading benchmarks</td>
<td>100%</td>
<td>66.7%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 5 Writing benchmarks</td>
<td>100%</td>
<td>77.8%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 5 Numeracy benchmarks</td>
<td>66.7%</td>
<td>77.8%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 7 Reading benchmarks</td>
<td>87.7%</td>
<td>95%</td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 7 Writing benchmarks</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving national Year 7 Numeracy benchmarks</td>
<td>87.5%</td>
<td>95%</td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students and parents/caregivers satisfied that they are getting a good education at school</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied that the school is a good school</td>
<td>100%</td>
<td>100%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Apparent retention of students from Yrs 8-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of workforce engaged in professional development opportunities</td>
<td>90.9%</td>
<td>55%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>33.3%</td>
<td>33.3%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of general component of school grants budget or equivalent expended on professional development for school staff</td>
<td>10%</td>
<td>12%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Staff Attendance - average attendance rate based on unplanned absences of sick and emergent leave for periods of up to 5 days</td>
<td>N/A</td>
<td>90%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>Staff Retention - proportion of teaching staff (as a percentage) retained in a program year from the previous year</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
PART A: Process

Bauple State School’s Triennial School Review has been a seven month process aimed at engaging all members for the school’s wider community to provide open and candid feedback regarding the school’s operations and its outcomes.

The Bauple State School TSR Working Party (Bauple State School Management Committee)

- Susan Booth (Principal)
- Four Classroom teachers (Kristin Barton, Kath McGovern, Wendy Hills and Col Williams)
- Two teacher Aides (Laureen Dempster and Pauline Irwin)
- P&C executives (Mary Liddell – President, Anita White – Vice President, Tracey Wallace –Secretary, Lyn Shaw – Treasurer)
- Four parent representatives from year class (Chantelle Bottcher – P/1, Peta Rucker –2/3, Trish Wilman 4/5 and Sandy Clapa 6/7)

The course of action that was followed is below.

- Awareness raising that our school would be going through the process of a TSR.
- via the Principals Report to the P&C Meetings (2)
- a PMI was attached to the Newsletter (before Easter and the first one after the recent holidays) - the response to this anonymous feedback is currently dribbling in. (We received 4 responses out a possible 60)
- Management Meeting (all teaching staff and teacher aides, parent representatives from the 4 classrooms and the executives of the P&C) - begin the Appreciative Inquiry Process
- Correlate information from Management meeting
- Use the Appreciate Inquiry process with the Year 7s - Year 7s will then use this process with the rest of the student body.
- Year 7s to research the school photos over the last 3 years to develop a Photo Story of Bauple Students’ Journey over the last 3 years - celebrating our successes
- Surveys for parents, students and staff were sent out (Parents - 9 responses out of possible 60, students – 78 responses out of possible 86, staff – 7 out of possible 10)
- Share data at Staff Meeting and show them the Photo Story made by the Student Leaders.
- Share data at P&C and show them the Photo Story made by the Student Leaders.
- Continue to gather and investigate CDW begin to put a picture together around Special Needs, Learning Difficulties and Learning Disable what has happens and what needs to be done in the next 3 year cycle
- Analysis previous Strategic Plan with Management Committee - begin to plot where were have been. Where we are and where we want to be
- correlate all data gathered
- Begin to Write Strategic Plan
- Share draft Strategic Plan with community stakeholders
- Finalise Strategic Plan
Part B: Major Findings

The following were the areas and data for the Major Findings from the TSR Review by the Bauple State School Management Committee:

- **Behaviour Management**
  - Community are happy with the strong stance against bullying (No Tolerance to Bullying)
  - Discos held each term.
  - Gold Card Day for exemplary behaviour in the playground
  - Student of the Week, Principal Awards (pencil, sticker and Certificate)
  - Friday Sport and Daily PE are excellent for Social Skill Development.
  - High morale amongst staff
  - Leadership program for students - Students writing their speeches for School Captain.
  - Bauple State School has a very calm, warm feel. Happiness thrives at Bauple State School

- **Curriculum, Teaching and Learning**
  - Teachers and Principal are approachable
  - Sports Day (School and Theebine and District Sports Day)
  - Whole school singing National Anthem
  - Catering for individual needs
  - More concrete resources and opportunity to use in class
  - Assisting SWD students
  - Singing at Seniors Day
  - CWA Country of Study
  - Gardening program

- **Literacy and Numeracy Parent Knowledge and School Programs**
  - Need to improve Spelling, comprehension and number facts – school data and systemic data show a decline over the last three years. (Year 2, 3, 5 and 7)
  - Need more Literacy and Numeracy resources.
  - Newsletter is a “good read” – more input from students
  - An active P&C - good communication with school and Principal
International, Communication and Technologies (ICTs) and Professional Development
- Adhere to the asset replacement scheme – replace/update old computers
- Software and site licences are required
- A high need to reintroduce Typing skills
- PD for teachers & teacher aides
- QCAR implementation with ICTS

School Grounds and Facilities
- Excellent grounds and maintenance is of a high standard
- Need for air conditioning
- Excellent playgrounds (upgraded using Prep resource grant)
- Upgraded Multipurpose court - (Investing in our school Program)
- Refurbished tuckshop (Community Development Fund)
- Classrooms are cluttered – need more room

Part C: Recommendations

Behaviour Management
- Continued parent communication regarding student behaviour at school (Reflection Letter, Buddy Teacher Letter, Phone calls and Parent Interviews)
- Continued student focus on behaviour management, refining schoolwide procedures and embedding school values
- Provide learning, development and training for staff and parents as required to maintain consistency across the school

Curriculum, Teaching and Learning
- Investigate the Philosophy of Multiage teaching and share this with parents and teachers
- Using Professional Standards for Teachers to enhance professional dialogue and investigate teaching strategies
- Monitor curriculum units, teaching and learning to ensure intellectual rigour, connectedness and relevance and lifelong learning attributes are maintained
- Examine teacher expectations regarding student phase achievement within Year Two Diagnostic Net as a strategy to meet state wide and school based literacy targets
- Formalise ‘Special Needs Policy’ to ensure all students are identified early with learning difficulties or Gifted and Talented
• Literacy and Numeracy Parent Knowledge and School Programs
  - Increased and enhanced Parent relationships and involvement through continued invitations to school and classroom events and functions
  - Increased positive promotion of school achievements to the community via Newsletters, the school's website, local print media and 'word of mouth'
  - Encourage all staff to consider and maximise Parent involvement within classrooms by considering alternative ways to engage parents
  - Continue with Supporter a Reader, Supporter a Writer, Supporter a Number, Essential Skills, ELF and PALS. Introduce Supporter a Talker.
  - Continue with Literacy and Numeracy Blocks – (First and Middle sessions) with no interruptions
  - Continue to organise all specialists to visit on same day to lessen disruptions to the school week

• Information, Communication and Technologies (ICTs) and Professional Development
  - Students in the upper years be provided with extended time to access ICTS
  - Continue upgrading and purchasing of computer hardware
  - Staff encouraged to continue own professional development, learning and training to encourage the meaningful integration of ICTS throughout the curriculum
  - Organise PD in use of interactive Whiteboard and data projectors.

• School Grounds and Facilities
  - Continue to maintain the grounds to the highest standard
  - Construct another storage shed to de-clutter the classrooms
  - Investigate the possibility of installing air conditioning in Administration and classrooms