Baringa State Primary School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Baringa State Primary School opened in 2018, catering for students from Prep to Year 6.

Our school is located at the southern end of the Sunshine Coast, Aura – City of Colour, Australia's largest master planned community. Our school is well placed to deliver as a learning hub, as we develop and support a community of learners. Aura is a city that will be a centre for innovative educational excellence for all.

Baringa State Primary School will deliver a world class education, offering extensive opportunities in developing student's understandings in Science, Technology, Engineering and Mathematics (STEM) as our point of difference. We are committed to the delivery of the Australian Curriculum through personalised learning for all students within an eLearning context.

Our school will include a robotics laboratory, recording studio and innovation hubs. Our great strength is the partnerships we forge between students, staff, parents and the wider community. These partnerships enable us to build on the strengths of innovation and performance and to live out our values and our commitment to providing a world class education for every student.

OUR MOTTO

Imagine Discover Together

OUR VISION

Baringa State Primary School is a caring, inclusive & innovative learning community, which empowers students to reach their full potential as global learners.

OUR MORAL PURPOSE

Each and every member of our school community, believes that each and every student can and will achieve.

COMMITMENT IS OUR KEY VALUE

'Nothing without Effort'

- Building relationships and creating a 'sense of belonging' for all students

- Enacting Explicit and Direct Instruction, every day, every classroom

- Implementing an Inquiry Approach to learning in STEM learning areas

- Creating engaging and interactive learning environments

- Applying our Signature Practices for consistent pedagogy

- Clearly communicating the learning intentions and success criteria

- Using assessment for learning to enact the next engagement cycle

- Explicitly teaching expectations & routines for student learning and behaviour

School progress towards its goals in 2018

Strategy 1: Reading – The BIG 6 (Oral language, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension)

- Explicit teaching of **Phonemic awareness and Phonics – P-2**
- *Continue to embed a Balanced Reading Program*
- Introduce a Whole of School Approach to explicitly teaching "**Vocabulary**" i.e. aligned to ASoT (Marzano's 6 Step process) Yrs. 3-6
- Embed **differentiation** strategies across all year levels (Reading Block)

Strategy 2: Numeracy

- Develop best practice pedagogy and greater teacher knowledge in the teaching of Computational Fluency P-6 – **A Guide to teaching Number Facts, Mental Computation and Written Methods**
- Embed **differentiation** strategies across all year levels (Math Block) – Introduce tier 1,2,&3 interventions

Strategy 3: Writing &Spelling

- Implement *SRA Spelling Mastery as a* research-proven program that employs the **Direct Instruction** method to enable teachers to deliver highly interactive, structured lessons. The straightforward lessons in *Spelling Mastery to* combine **phonemic**, **morphemic** and **whole-word** instruction.

(Data walls will be created in 2019 "Data informs Instruction"

Strategy 4: Integrating STEM disciplines 'relevant contexts'

- Using *a cross-disciplinary approach* that integrate STEM disciplines - *relevant contexts* i.e. [Problem, Question, Product or Issue].

Future outlook

An evidenced based approach to teaching reading – "The Big 6" Balanced Reading Program

P-2 consistent approach to teaching phonics and phonemic awareness

Years 3-6 consistent approach to teaching, Tier 2 and academic vocabulary

Evidenced –based approach to Direct Teaching of Spelling

Adopting a Number Sense Approach of explicit teaching instruction to improve fluency of number facts

STEM subjects offered in their *individual disciplines* AND using *a cross-disciplinary approach* that integrate STEM disciplines around <u>relevant contexts</u> i.e. [Problem, Question, Product or Issue]

Resulting in school set targets

98% of students meet NMS in Years 3 and 5 (Reading)

50% of students attain U2B's in Year 3 and 40% in Year 5 (Reading)

98% of students meet NMS in Years 3 and 5 (Spelling)

95% of students meet NMS in Years 3 and 5 (Numeracy)

35% of students attain U2B's in Years 3 and 30% in Year 5 (Numeracy)

100% of students P-7 engaged in Science, Technology, Engineering, and Mathematics (STEM) units

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			340
Girls			162
Boys			178
Indigenous			21
Enrolment continuity (Feb. – Nov.)			94%

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

Situated at Caloundra South, on the beautiful Sunshine Coast, Baringa State School provides co-educational education from Prep to Year 6 for around 265 students in 2018

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			23
Year 4 – Year 6			30
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

Primary Schools are places of curiosity and discovery, enthusiasm and inspiration, collaboration and engagement in our classrooms and playgrounds. Children acquire the academic and social foundations that set them on a path to realise their potential.

- A focus on the whole child – to support intellectual, physical, emotional and social needs. (Academic achievement, wellbeing and social development)

- Enable every student to fully engage with the opportunities provided in the digital age.

- 21st century learning facilities for the leaders of tomorrow.

Professor John Hattie's research: largest effect is teachers working together to maximise their impact. Leading researcher John Hattie, reported into HIGH Performing schools: key is collaborative professional learning – teachers working with other teachers, built into the schedule of teachers and school leaders.

Baringa State Primary School has developed a whole school Pedagogical Framework that is a hybrid of Direct Teaching to Inquiry Learning depending on the Learning Intention – however The Art and Science of Teaching (ASoT) has been modified and used as the General Framework. The "Baringa Framework" sets out a consistent school-wide approach to using high-yield pedagogies that keep students learning and engaged.

CURRICULUM

An agreed research-validated schoolwide Pedagogical Framework

- Implement the National Curriculum

- Quality teaching and learning

- Supported via digitally rich and connected learning environments

- Strong e-learning agenda (STEM)

- Learning personalised: respond to the individual needs of the child

- We will know your children as learners (learning at different rates)

Co-curricular activities

Our dynamic curriculum is enhanced through a diverse range of learning opportunities, including: Years 4 to 6 Japanese, recreational sports including surf and beach skills), Surfing Excellence Program, Developmental Surfing Group, interschool sport, Student Council, camping programs, Book Week, Arts Week, Deadly Homework Club, Music Bus program, Lunch Time Clubs, Prep-year 4 swimming lessons, instrumental music programs, Choirs, Rock Band, Positive Behaviour 4C's Learning, After School Hours Care and Vacation Care.

How information and communication technologies are used to assist learning

The study and practice of science, technology, engineering and mathematics is commonly known as STEM.

Our STEM Curriculum Design is based on trust, openness and a commitment to a futuristic approach to learning. Students will be immersed in a knowledge-based economy, that's why we will engage *all students* in STEM subjects both in their *individual disciplines* AND using **a *cross-disciplinary approach*** that involves integrating STEM disciplines around *relevant contexts* i.e. [**Problem, Question, Product or Issue**]. Research shows that student learning gains are greatest when technology is fully integrated with "content, sound principles of learning, and high-quality teaching" – all of which will be aligned with assessment and accountability.

Cross-disciplinary approaches will have explicit links against individual Australian Curriculum subject *Achievement Standards*. The new future literacy of 'coding', will be common place for all students. But of equal importance is building a resilient problem-solving, *Inquiry approach* to learning. Building students'

capacity to work with _complex and unfamiliar problems_ and tasks is another element that teachers will offer as common place.

Greater significance, is the importance we place on ongoing, **quality teaching and learning** in the **individual learning areas**. This is particularly important for the P-6 context. Our school will continue to strive for engaging, **high quality instruction** for **Science, Technology (Digital & Design – Engineering)** and **Mathematics**. **[_Robotics is a great platform in which to teach problem solving and computational thinking – "Don't teach Robotics, use Robotics to Teach"_]**

Bring Your Own Device (**BYOD**) is a term used to describe a digital device ownership model where students use their privately owned devices to access the school networks and information management system in an educational setting.

As a result a personal ICT device as a key enabler for these learning experiences has never been more vital. Achieving a 1:1 ratio of student to devices when required will deliver much greater capacity and consistency in the delivery and shift towards a contemporary learning environment. In order to facilitate this goal of 1:1 and in keeping with global, national and state trends, our school will open a BYOD program with Year 1 to Year 6 students in 2018.

Our School eLearning/ STEM Teaching and Learning Vision:
A **pedagogical approach** based on **inquiry and authentic learning** experiences; where students take **ownership** of their learning and **reflect** on the learning process

- **Personalised and differentiated** learning pathways for each student
- A focus on using technology to **enable and transform learning** in order to develop the knowledge and skills necessary for the 21st century workforce; including developing **digital literacies, innovation, critical thinking, collaboration and creativity**
- A **connected, guaranteed and viable curriculum** that allows learners to transfer knowledge in different contexts
- An engaging, interactive and hands on learning environment that is relevant to today's society
- **Strong connections** between students and teachers, home and the wider community
- **Flexible and creative** learning environments that foster Courtesy, Cooperation, Consideration and Common Sense
- Learning that can happen **anywhere, anytime**
- Students that value life long learning and are engaged in a global networked community

Baringa State Primary School's iPad Program Years 1 – 6 BYOD:
• Enables access to **rich media** including digital stories, images and videos and online learning opportunities
• Best facilitates the development of knowledge and **skills necessary for the 21st century workforce**, including digital literacies, creative thinking, communication, collaboration and curiosity
• Allows teachers to **personalise learning** and provide work targeted at the correct level for every student

• Allows continuous access to educational materials allowing learning efficiency to happen *anywhere, anytime*;
• Promotes *high student engagement* both independently and collaboratively
• Bridge the gap between home and school; giving parents the opportunity to see what their child is learning and have timely, *relevant and quality conversations around student learning and progress*

Social climate

Overview

Our school is **committed** to the school rules- *'The 4 C's'*

✓ Courtesy

Excellence of manners, politeness and respect for self and others

✓ Cooperation

Working together respectfully to achieve a goal

✓ Consideration

Thoughtfulness towards others

✓ Common Sense

Making good judgements to behave in a sensible and safe manner
We believe that a safe and supportive environment protects the rights of all community members. That is, the rights of…

- students to learn
- teachers to teach
- everyone to be safe

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The Level System
The aim of Baringa State Primary School's Level System is to create an environment where every member of the school community is able to function to the best of his / her ability. Our level based system focuses on the development and maintenance of self-discipline. The level system applies to all students enrolled at

Baringa State Primary School; however adjustments are made to meet the requirements of individuals requiring targeted or intensive support.

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)			98%
• this is a good school (S2035)			96%
• their child likes being at this school* (S2001)			100%
• their child feels safe at this school* (S2002)			98%
• their child's learning needs are being met at this school* (S2003)			94%
• their child is making good progress at this school* (S2004)			98%
• teachers at this school expect their child to do his or her best* (S2005)			98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)			98%
• teachers at this school motivate their child to learn* (S2007)			100%
• teachers at this school treat students fairly* (S2008)			96%
• they can talk to their child's teachers about their concerns* (S2009)			98%
• this school works with them to support their child's learning* (S2010)			96%
• this school takes parents' opinions seriously* (S2011)			94%
• student behaviour is well managed at this school* (S2012)			94%
• this school looks for ways to improve* (S2013)			98%
• this school is well maintained* (S2014)			98%

* 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)			95%
• they like being at their school* (S2036)			99%
• they feel safe at their school* (S2037)			96%
• their teachers motivate them to learn* (S2038)			98%
• their teachers expect them to do their best* (S2039)			99%
• their teachers provide them with useful feedback about their school work* (S2040)			98%
• teachers treat students fairly at their school* (S2041)			97%
• they can talk to their teachers about their concerns* (S2042)			94%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)			92%
• student behaviour is well managed at their school* (S2044)			88%
• their school looks for ways to improve* (S2045)			99%
• their school is well maintained* (S2046)			98%
• their school gives them opportunities to do interesting things* (S2047)			97%

* 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%
• they feel that their school is a safe place in which to work (S2070)			100%
• they receive useful feedback about their work at their school (S2071)			97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			100%
• students are encouraged to do their best at their school (S2072)			100%
• students are treated fairly at their school (S2073)			100%
• student behaviour is well managed at their school (S2074)			100%
• staff are well supported at their school (S2075)			97%
• their school takes staff opinions seriously (S2076)			100%
• their school looks for ways to improve (S2077)			100%
• their school is well maintained (S2078)			100%
• their school gives them opportunities to do interesting things (S2079)			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.

Parent and community engagement

Our community actively participates in the life of the school through the Parents & Citizens Association, 'Baringa Bytes Café', class helpers, voluntary tutoring in literacy and numeracy, and coaching in sporting activities. The P & C provide a key forum for community involvement.
The whole school community is encouraged to participate in decision-making processes. Program management and committee structures provide for active input from parents, teachers and students in designing Individual Curriculum Plans (ICP's) for students with specific needs. A range of workshops have been organised for parents - Meet the Staff, Maths & Reading Workshops and Students with Disabilities (Inclusion forums via our iHub).

Respectful relationships education programs

Care Class Program Prep – Year 6 (House Grouped)

- To teach behaviour expectations and well being strategies e.g. mental health, resilience, anger management, anti bullying. Research…..

- To establish school wide positive relationships between students and staff.

- To enhance comradery of house groups – Moffat, Shelly and Kings.

- To have a designated time scheduled each week for a specific behaviour/ well being lesson.

Each Friday between 1.15pm and 1.45pm students will break up into house families- Kings, Shelly and Moffat. A house family will comprise of a house teacher and students ranging from Prep to Year 6.

During the session the house teacher will present the rule of the week or topic of the week. Students will complete set activities on the 4C's OneNote.

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			20
Long suspensions – 11 to 20 days			0
Exclusions			0
Cancellations of enrolment			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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			151,916
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, 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

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	25	17	<5
Full-time equivalents	23	12	<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	
Masters	2
Graduate Diploma etc.*	
Bachelor degree	23
Diploma	
Certificate	

*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 $27,300

The major professional development initiatives are as follows:

- STEM development
- Mentoring teachers aligned to our signature practises: Reading, Spelling Mastery, Writing, Number Facts, Phonological Awareness & Phonics
- Moderation of English and Mathematics
- Inquiry based strategies – Kath Murdock
- Assessment tasks across year levels
- Apple iPad development
- First Aide

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.			96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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			93%
Attendance rate for Indigenous** students at this school			88%

* 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).
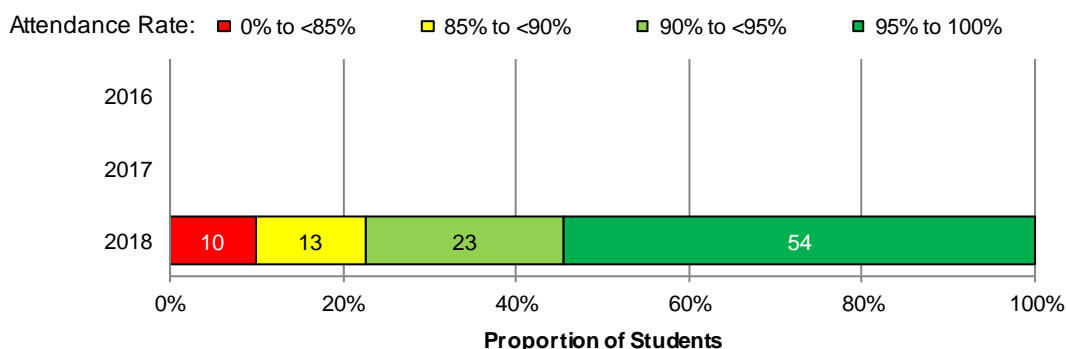
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

Year level	2016	2017	2018
Prep			94%
Year 1			93%
Year 2			93%
Year 3			92%
Year 4			95%
Year 5			92%
Year 6			96%

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%

2016			
2017			
2018	10	13	23	54

0%   20%   40%   60%   80%   100%

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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school expects parents/caregiver to contact the school in advance if they know their child is to be absent. Baringa SPS sends an SMS message to the parent's mobile phone if a student is recorded as being absent without an explanation.

Alternatively, if you are receiving SMS messages, it is important that you reply to the school within 7 days (Government legislation requires it). The easiest way to respond to text messages is by reply SMS. Additionally, in the case where poor attendance becomes a concern,

1. School identifies unexplained or unsatisfactory absences or patterns of absences for example:
• when a student is absent for three or more consecutive school days
• where there is a persistent pattern of unexplained absences or absences without reasonable excuses
• where a student's attendance is reasonably considered unsatisfactory by the principal.

2. Authorised officer at the school confirms that child is obliged to attend and that no circumstances exist where the parent's obligation does not apply.

3. Authorised officer at the school contacts both parents and determines if there is a reasonable excuse for not ensuring their child is attending school, using the Director-General's Guidelines for authorised officers on how to determine whether parents have a reasonable excuse for the purposes of ss.176 and 239 of the Education (General Provisions) Act 2006.

4. School offers support to family to ensure child's attendance improves. All efforts, including records of meetings and conversations, must be documented in OneSchool (e.g. phone calls, home visits, contact with local police, referral to Youth Support Coordinator or other support worker).

5. Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.

6. If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, commence NOTICE – Failure to attend process.

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.