Back Plains State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland
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School Overview

Back Plains State School is a rural district school. The school provides the hub of the community as there are no other buildings to signify the Back Plains area. The school has a 138 year history and has always represented itself of its motto - 'Success Through Effort'. Education is thought of highly in this community and students and parents acknowledge the important role an excellent education has in their lives. The parents are very involved in all aspects of the school and this creates a family feel to the school climate. Support, tolerance and persistence are all highly valued. The school may have been around for 138 years but we are far from living in the past. We encourage our students to look to the future and embrace the skills they will need for the 21st century. We have a laptop based classroom where all students from Prep to Year Six complete their daily tasks using the tools and functions available to them in our Virtual Classroom site. We also focus on the use of adaptive technology for students with special needs and have a strong public speaking program.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

SCHOOL PRIORITIES 2016	PROGRESS
SPELLING	- Spelling practices and programs were reviewed and a school wide policy was developed that clearly articulates research based practices for the teaching of spelling. - Teachers analysed spelling data to fine tune their learning and development and to guide the implementation of effective practices. - Great Results funding was targeted to support teacher development and student intervention.
WRITING	- Teachers experienced professional development through the Darling Downs Region's Core Module 7 around the teaching of writing. - Great Results funding was targeting to upskills students through the Impact centre's booster write online lessons.

Future Outlook

Future Outlook **Our 2017 School Priorities will be:** Further develop a collaboratively agreed plan for the teaching of Writing at Back Plains State School.	**The following strategies will underpin our strategies:** - Collaboratively analyse writing data and trends for short and long data cycles to guide writing planning. - Refine our writing program to create a balanced writing approach through the teaching of genre, skills and processes.

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• Develop a collaboratively agreed plan for implementing and monitoring the teaching of STEM.	• Provide opportunities for staff to collaborate with schools that have successfully implemented STEM programs. • Collaboratively develop a school-wide plan to implement STEM at Back Plains State School.
• Continue a focus on improving outcomes in reading and spelling at Back Plains.	• Continue with the current practices around the teaching of reading and spelling. • Review data trends at regular intervals. • Revise if necessary.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	25	13	12	1	96%
2015*	13	3	10	1	54%
2016	13	4	9	1	81%

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.

Characteristics of the Student Body

Overview
Back Plains State School students are predominately from rural properties. The student distribution is significantly higher in the early years; this indicates that student numbers will continue to increase in the school. Students are currently enrolled from Prep to Year Five.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	22	13
Year 4 – Year 7			
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery
- Individualised teaching approach with all students working to their ability
- Online extension programs
- Chaplaincy
- Diverse music program- Marimbas & Ukuleles
- 1:1 Ipad ratio

Co-curricular Activities
- Chaplaincy Program
- "Ripple Kindness"
- Cluster NAIDOC Activities

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- ANZAC Parade
- "Sing Out"
- Footsteps Dance
- Choir Group
- Premier's Reading Challenge
- Reading Eggs
- CWA International Day
- GALA Sports Days
- Easter Bonnet Parade
- Sporting schools
- Homework club

How Information and Communication Technologies are used to Assist Learning

At Back Plains State School we use Information and Communication Technologies as an everyday tool. Students use these technologies to access the curriculum, practice understandings, produce and submit assessment. The classroom has wireless internet, an interactive whiteboard for effective teaching and learning. Students also have individual Ipads and access to other technologies such as, cameras, microphones and a range of software.

Social Climate

Overview

Students are supportive, welcoming and thoughtful in their actions to one another. Families and staff are active participants in school and social functions creating a close-knit social climate at Back Plains State School. The school has a chaplain that visits once a week to support students, parents and staff. Our students find the school to be a safe and supportive environment where people are treated fairly. We have a positive behaviour support program that is understood by parents and enacted by staff.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	67%	100%
this is a good school (S2035)	DW	67%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	67%	100%
their child is making good progress at this school* (S2004)	DW	67%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	67%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	67%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	67%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	67%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)		100%	100%
they like being at their school* (S2036)		100%	100%
they feel safe at their school* (S2037)		100%	100%
their teachers motivate them to learn* (S2038)		100%	100%
their teachers expect them to do their best* (S2039)		100%	100%
their teachers provide them with useful feedback about their school work* (S2040)		100%	100%
teachers treat students fairly at their school* (S2041)		100%	100%
they can talk to their teachers about their concerns* (S2042)		100%	100%
their school takes students' opinions seriously* (S2043)		100%	100%
student behaviour is well managed at their school* (S2044)		100%	100%
their school looks for ways to improve* (S2045)		100%	100%
their school is well maintained* (S2046)		100%	100%
their school gives them opportunities to do interesting things* (S2047)		100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
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	DW	DW
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%	75%	100%
their school looks for ways to improve (S2077)	100%	75%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement
Parents are involved in the school through helping in the classroom, playgroups, assembly, school excursions and sports days, face to face meetings, newsletters, celebration evenings and with P & C activities.

Respectful relationships programs

The school has developed and implemented a program in conjunction with the National curriculum that accentuates on appropriate, respectful and healthy relationships.

School Disciplinary Absences

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The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the school's environmental footprint
Back Plains State School has a 4.2kw solar panel

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	4,697	0
2014-2015	7,839	
2015-2016	9,341	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	1

*Teaching staff includes School Leaders
**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 2016 were $3000

The major professional development initiatives are as follows:

- First Aid & CPR
- Clifton Cluster Collaboration Days
- Core Module 7- Writing
- Principal Induction

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

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Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	99%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 71% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	95%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	DW

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	96%	95%	97%	91%	89%						
2015	95%	97%	91%	94%	97%	DW	93%						
2016	99%	95%	98%	DW	97%								

*Attendance rates effectively count 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:

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

Year		
2014	24	12	64
2015	8	4	17	71
2016	31	69

Proportion of Students
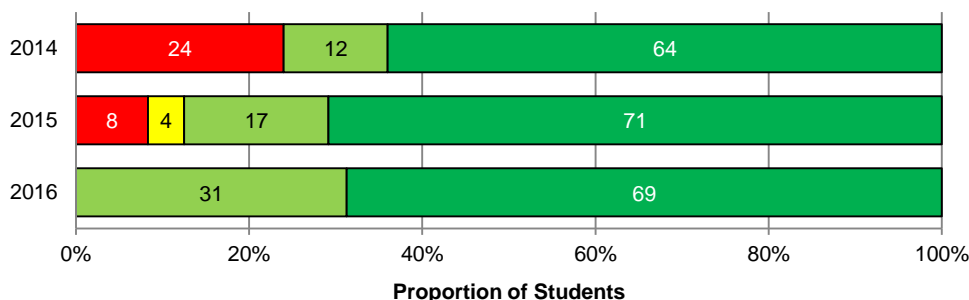
Description of how non-attendance is managed by the school

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.

The school manages attendance rates on three levels.
· At the classroom level, rolls are marked twice daily. Teachers note unexplained absences and attempt to contact parents, particularly if the student is absent on consecutive days. Parents have been made aware that they are to contact the school by telephone or send a note with the student upon return to school, explaining the reason for the absence/s.
· Teachers report absence to administration. Administration keeps a record of names and unexplained absence and attempt to contact parents.
· Administration sends relevant letter/s to parents, outlining above DETE policies and processes.
Everyday Counts – The school promotes 'Everyday Counts' literature to parents through the school newsletter, website and classroom displays.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.

Conclusion