

Bardon State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report outlines activities, achievements and future goals for school improvement at Bardon State School for 2015. It reports on progress towards its goals in 2015.

Bardon State School had several priorities in 2015. They were to:

- Map the Australian Curriculum and work toward the development of a Whole School Curriculum Plan for Bardon State School
- Embed the pedagogical practice of Explicit Instruction and Gradual Release Models
- Develop collaborative practices within and beyond the Bardon State School to enhance individual teacher capabilities and promote consistency of practice
- Embed feedback processes to further develop staff capabilities
- Focus on the teaching of Spelling
- Enhance community links and promote parent interaction within the school environment

School progress towards its goals in 2015

Priority Area	2015 progress	Future Action /Goal
Map the Australian Curriculum and work toward the development of a Whole School Curriculum Plan for Bardon State School	Staff completed an audit of current school documents and produced reference folder of all key documents including: planning overviews, guides for key practices, data collection and assessment processes	The development of Bardon State School Whole School Curriculum which includes: <ul style="list-style-type: none"> • Year Level Plans in all learning areas mapped to the Australian Curriculum • Term Plans in all Learning Areas • Revised Whole School Assessment Schedule • Curriculum Snapshot providing an overview of key learning and assessment for students and parents
Embed the pedagogical practice of Explicit Instruction and Gradual Release Models	Developed the Bardon State School guide for Explicit Instruction and gradual release models Developed and implemented a quality assurance tool for staff feedback on Walk throughs / Learning Walks All classrooms highlight the OLGIT (Our Learning Goal Is Today) to students in all explicit instruction lessons	<ul style="list-style-type: none"> • Support new staff in developing skills and understandings in this practice through professional learning experiences, including Teacher Aides • Utilise the Quality Assurance tool to provide regular feedback • Provide in class support via the coaching program and through the Pedagogical Coach role

	New staff visited Haileybury Campus to view the model in practice	
Develop collaborative practices within and beyond the Bardon State School to enhance individual teacher capabilities and promote consistency of practice	Key staff completed the Facilitator Training level of Classroom Profiling All staff engaged in twice yearly profiling to enhance their skills, knowledge and understanding of classroom management, lesson flow and student engagement All staff engaged in coaching to enhance and support pedagogical knowledge and practice Learning Walks / Walk throughs and Class visits supported further feedback opportunities from Administration	<ul style="list-style-type: none"> The establishment of the Collaborative Professional Release (CPR) model supporting weekly year level, facilitated release focused on planning, data review and short term data cycles. The establishment of a team approach to support and extension with the amalgamation of all resources to develop the Active Learning Team (ALT). ALT teacher work as co-teachers with their designated year levels
Embed feedback processes to further develop staff capabilities	All staff engaged in twice yearly profiling to enhance their skills, knowledge and understanding of classroom management, lesson flow and student engagement All staff completed all disability on-line modules (teacher and teacher aides) Key staff completed Dyslexia and ASD training Key staff completed Train the Trainer to enable ongoing training and support. Teachers were engaged in the development of individual Performance Plans	<ul style="list-style-type: none"> Continued twice yearly profiling Further training provided to Teacher Aides in Essential Skills in Classroom Management and new teaching staff Further training in ASD and Dyslexia to be provided to key staff Teachers continue and Teacher Aides are involved in the development and twice yearly review of Performance Plans Learning Walks move to engage teaching staff with admin for peer to peer feedback Pedagogical Coach Role supports the Development of the Bardon State School Coaching Model
Focus on the teaching of Spelling	Master Teacher engaged in the Qualitative Inventory for Spelling program All students initial and ongoing data in Spelling is collated and analysed for error patterns to inform target areas for explicit instruction and warm ups Resource bank developed to support focused teaching programs	<ul style="list-style-type: none"> Digital Data tool developed for annual and longitudinal data collection All staff engaged in weekly support sessions with the Master Teacher focused on the teaching of spelling Data review of spelling achievement against school benchmarks is completed each term with the Master Teacher
Enhance community links and promote parent interaction within the school environment	Staff and Parents engaged in key school events including: Mayfair, Discos, Open Day and Prep Experience Mornings, fundraising activities and parent teacher interviews/info evenings Senior students are engaged with the wider community through key events including Anzac Day; Open Day; Remembrance Day	<ul style="list-style-type: none"> Increase the school profile and school / community engagement through events that more readily engage the wider school community Build links to the curriculum through further parent information sessions around key priorities including Reading; Support for High Performers; Mindfulness Work with the P and C and wider community in the development of the Strategic Plan through a consultative QSR process

Future outlook



Bardon State School 2016 Priorities

Know each student. Know their next challenge

- 1- Provisioning for all learners
- 2- Collaborative practices aligned to an agreed curriculum
- 3- The Teaching of Reading

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	313	155	158		94%
2014	318	155	163		94%
2015	322	150	172	3	96%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.

Characteristics of the student body:

Students at Bardon State School are focused on our school expectations of Being Safe, Being Responsible, Be Respectful and Being an Active Learner.

Academically we are a high performing school with NAPLAN results placing Bardon in the top 10 schools in Queensland in both years 3 and 5

Students have an opportunity to access support through our Active Learning Team teachers who work as Co-Teachers with the classroom teachers across the school. Students also have a range of extension, enrichment and Gifted and Talented programming they can access throughout each year

The community and parent body are key links to our school and our students

Students take pride in their uniform, their school and their learning. Many of our students are second or third generation indicating a wonderful sense of community

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	20	21
Year 4 – Year 7 Primary	30	26	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- At Bardon State School the teachers develop curriculum plans aligned to the Australian Curriculum and Early Years Guidelines.
- Explicit Instruction and the Gradual Release of Responsibility Model is central to our pedagogical practice
- Specialist Lessons in LOTE – Japanese Years 4-6
- Specialist Visual Art Lessons – P-6 1 hour weekly
- Specialist HPE/ Music and Science lessons P-6 weekly

Extra curricula activities

- Interschool Sport Program 4-6 weekly
- Chess Club including specialist instructor
- GRIPPS and Strings Camp – extension Music program
- Student Leadership program including a Student Council formed from leaders from 3-6
- Camp Program – Years 5-6
- Instrumental and Arts Evenings
- Choral Program – Specialist Instructor
- Instrumental Program
- Bardon Lunch Clubs
- Extension and enrichment programs including Art Extension TGSHS, Maths Team Challenge, Spaghetti Challenge – TGSHS, Mount Coot tha Young Writers, Readers' Cup
- District /Regional /State representation in all sporting areas

How Information and Communication Technologies are used to improve learning

A Digital Technology Room is part of our resource centre and housing a bank of 30 laptops. These are accessed from P-6. In addition banks of computers are available in each classroom. Ipads are also used as an additional learning tool support. Classes can book sets of iPads as required. Preps have sets available on a daily basis.

Social Climate

Bardon State School is a medium sized school with an active and positive social climate enjoyed through the school and wider community. The school encourages social activities such as Welcome Breakfast, Bardon Café, Under Eights Day and individual class celebrations. Other social activities organized by our parent body and staff include The annual Art's Night, End of Year Concert, Mayfair.

Pastoral Care in our school is integral to our daily routine. Each classroom has an explicit set of expectations aligned to our school expectations. These are supported with clear positive and negative consequences for choices. Creating a clear set of expectations and a predictable environment optimizes the learning environment and minimizes learning interruptions. We also benefit from the work of our School Chaplain who works at our school three days a week. He is a vital member of our school team and leads our Beating Bully Bulldozer and Friends for Life programs. Our Active Learning Team supports students with alternative play choices through our Bardon Lunch Clubs.

We have implemented the HIGH FIVE program across the school as part of our anti-bullying program. Students are taught the skills to manage difficult situations and to empower them to problem solve independently. Reporting inappropriate behaviour is supported by all staff.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	98%	97%
this is a good school (S2035)	100%	92%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child likes being at this school (S2001)	100%	90%	94%
their child feels safe at this school (S2002)	100%	92%	94%
their child's learning needs are being met at this school (S2003)	100%	93%	94%
their child is making good progress at this school (S2004)	100%	92%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	93%	94%
teachers at this school motivate their child to learn (S2007)	100%	95%	91%
teachers at this school treat students fairly (S2008)	97%	89%	91%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	97%
this school works with them to support their child's learning (S2010)	100%	90%	94%
this school takes parents' opinions seriously (S2011)	100%	84%	85%
student behaviour is well managed at this school (S2012)	100%	85%	85%
this school looks for ways to improve (S2013)	100%	91%	88%
this school is well maintained (S2014)	100%	97%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	98%	100%
they like being at their school (S2036)	95%	97%	96%
they feel safe at their school (S2037)	98%	98%	97%
their teachers motivate them to learn (S2038)	97%	100%	100%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	97%	99%
teachers treat students fairly at their school (S2041)	92%	97%	99%
they can talk to their teachers about their concerns (S2042)	93%	95%	95%
their school takes students' opinions seriously (S2043)	92%	90%	97%
student behaviour is well managed at their school (S2044)	94%	95%	96%
their school looks for ways to improve (S2045)	98%	100%	99%
their school is well maintained (S2046)	97%	95%	99%
their school gives them opportunities to do interesting things (S2047)	93%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	92%	93%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	83%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	100%	100%	92%
staff are well supported at their school (S2075)	100%	100%	92%
their school takes staff opinions seriously (S2076)	100%	100%	92%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	93%	92%
their school gives them opportunities to do interesting things (S2079)	100%	100%	92%

'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 in partnership with teachers to support their child's learning journey. Parents are engaged in the annual Parent information evening that highlights the overall school direction and specific classroom information from each teacher. Teachers provide newsletter articles every fortnight to ensure curriculum connections with the entire parent community. In addition, teachers provide class newsletters on a regular basis to inform and update their parent body on key curriculum and class events.

Parent information sessions are held each term in key areas. This year these have included; Engaging Early Readers, QI Spelling program.

Our Active Learning Team supports teachers to provision for students with a range of learning needs. Teachers attend weekly Active Learning Team Meetings to refer students who require targeted support and extension, engagement of specific specialists such as Guidance Officer or Speech Language Pathologists and/or to develop support plans. An inclusive model of support is central to our philosophy of supporting teachers and their learners. ALT team work as co-teachers to support or extend within the classroom environment on adjusted programs wherever possible.

Reducing the school's environmental footprint

The school has installed three new water tanks to save water and support the irrigation of the refurbished oval. Newsletter correspondence is via email to reduce paper wastage and minimize recyclable waste.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	78,096	175
2013-2014	100,736	0
2014-2015		568

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

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	14	0

Full-time equivalents

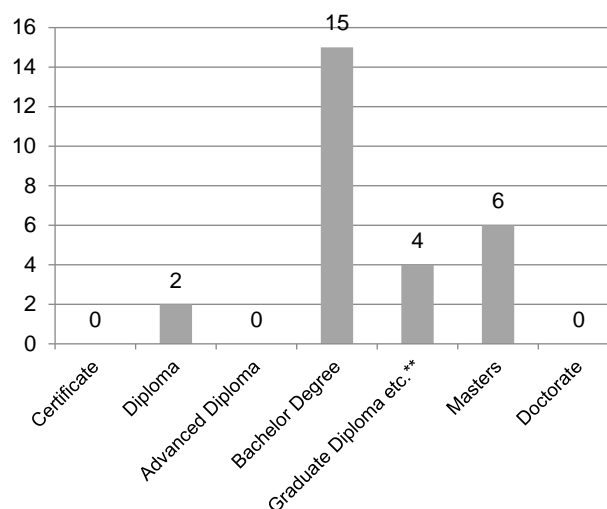
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9

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Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	4
Masters	6
Doctorate	0
Total	27



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 25 100.40

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring
- Coaching Training
- THRASS training
- Profiling training
- Anita Archer – Explicit Instruction
- PD – Twilight – Maths focus
- New staff visiting Explicit Instruction – Hailbury Melbourne (John Flemming)
- BSM conference
- Learning Fair – Leadership Team - Band 7 schools
- Finance Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

SEARCH

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			88%

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

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

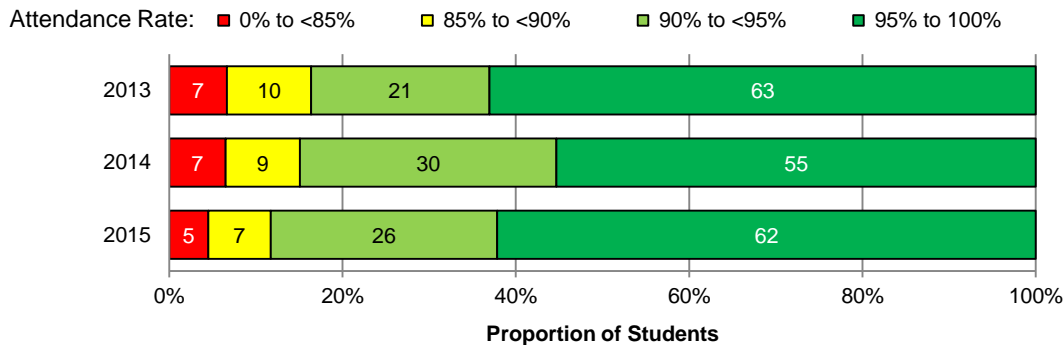
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	95%	93%	96%	94%	96%	95%	95%					
2014	94%	95%	93%	94%	95%	95%	94%	96%					
2015	95%	95%	95%	96%	94%	97%	96%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Electronic Roll marking is used twice daily by classroom teachers. Absences are phoned in by parents and emailed out to teachers for their information and records daily. Students who show increases in absence, pattern of absences or extended absence are identified by class teaches and Administration is contacted for follow up.

Newsletter articles and reminders on assembly are provided to encourage school attendance. Posters are placed in all classrooms and in the office – "What sort of Start is My Child Getting" and "Is Your Child Getting the Best Chance at School" to encourage daily, on-time attendance at school.

100% attendance letters are posted to parents at the end of each semester

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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

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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.