

Babinda State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report highlights the continuing high standard of performance from Babinda P-12's staff and students, which is reflected by the levels of support offered by parents and the community. This annual school report contains information for parents and our community on the achievements of the school over the past 12 months. It includes information from the National Assessment Program in Literacy and Numeracy (NAPLAN) for years 3,5,7 and 9, School Opinion Survey data and other school based data.

School progress towards its goals in 2015

During 2015 as a community, we have set out to both increase the vibrancy of the school and strengthen the performance and therefore the opportunities for our students. What we all aim for is to see that when our children leave at the end of grade 12 they can leave with **real choices and a real life pathway to employment. A pathway that will provide the benefits that come from taking a productive place in our community.**

Over this year we have focussed on maintaining, enhancing and expanding our curricular and extra-curricular offerings. With extra subjects, extra classes, extra activities and extra support. We have worked to provide students with the kind of educational service that gives them both a very strong foundation in literacy and numeracy but that also with the support of parents helps them to become good academic students, good sportsmen and women, good leaders, artists, musicians, good role models, good active and community minded citizens and therefore ultimately great well rounded people. Young people who will go out into the world and have a strong sense of right and wrong, have enough pride in themselves to give life's opportunities a real crack and who will ultimately be smart enough to mix it with anyone.

2015 has been another immensely successful year for our school. Firstly, the year began with our school being recognised as one of the best schools in the state **as Far North Queensland regions nomination for "School of the year"**.

Next, in terms of academic results our school for the fourth year in a row now has been in the top 10 highest performing schools in the region. We have again **significantly outperformed both the state and the national average for student improvement in learning.**

This year our Babinda Performance Pact has been recognised by the Education Department as a highly effective program and some 30 schools from all across the state have been directed to implement this strategy to support the improvement of the students in their schools.

Finally in the middle of this year our school was selected as one of the few schools from over one hundred with inspiring ideas, to play a big role developing through collaboration and innovation, a model for the future of schooling. Through a direct funding investment for our Digital Entrepreneur Program which commences next year. We will be provided a great platform through which we can transform our school and other schools to even better prepare kids for the digital economy and 21st century careers.

Future outlook

With regard to our vision for 2016 we have a focus on promoting the continual improvement of our school through three stages.

1. **Reliability** - we focus on building staff capacity to a level that maintains a high standard in our research based core competencies (Babinda Way) and on fine tuning our school's systems/ practices to ensure that we can guarantee that student learning and life pathways aren't being left to chance.
2. **Performance – (Lifting Expectations)** – lifting expectations through continual timely increases in targets and standards with a view to moving benchmark & standards to 2 year levels above year level.
3. **Innovation** – Proven practices are shared across the staff to enhance school-wide practice. This stage also focuses on strengthening the school's market position and value adding to the school's broader opportunities - decisions at this stage are driven by community values and stakeholder input.

In particular the following areas will provide critical focus throughout 2016

A. Writing Plan: Develop the school's standard of practice (Babinda Way), Support Resources, Professional Development, Classroom Display, induction materials and accountability document.

B. 21st Century Careers – 3 Year Curriculum Renovation (Entrepreneur & STEM Agenda)

C. Complete Behaviour Management Plan renewal: includes 3 tiered process, review of universal expectations, consequence plans, classroom plans, positive consequences, proactive/ supportive programs

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	224	105	119	67	90%
2014	227	111	116	63	85%
2015	252	119	133	76	91%

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

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

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

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Babinda P-12 State School is a single campus P-12 school situated in the township of Babinda, approximately 60 km south of Cairns. It is located within the Cairns Coastal District and is the largest member of the cluster of schools which includes McDonnell Creek, Bellenden Ker, Miriwinni and Bartle Frere. Many students live locally and others travel some distance to attend our school. The student body is a diverse group with a range of social, cultural and economic backgrounds. Aboriginal and Torres Strait Islander students make up approximately 30% of students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	11	11
Year 4 – Year 7 Primary	9	9	13
Year 7 Secondary – Year 10	17	15	17
Year 11 – Year 12	12	11	13

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	17	14	14
Long Suspensions - 6 to 20 days	2	0	1

Exclusions	1	1	1
Cancellations of Enrolment	0	2	0

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

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

Curriculum delivery

Our distinctive curriculum offerings

Through years 11 and 12 students can select from a wide selection of face to face subjects or a vast array of on-line subjects offered through our Electronic Learning Centre (ELC). Our online subject choices supplement the many face to face senior subjects offered by Babinda P-12 SS including various face to face OP/Ranking subject choices. Vocational Education, School Based Apprenticeships and Early Entry to University are also further options available.

Extra curricula activities

- Tournament of the Minds
- Debating and Public Speaking
- Active After School Sport
- Volleyball
- Basketball
- Tennis
- Camps – Class
- School Leaders – Leadership Camps
- ANZAC Day
- Harvest Festival
- School socials
- Lions Youth of the Year
- Choir
- Instrumental Music
- Sports days with other P-7 and 8-12 schools

How Information and Communication Technologies are used to improve learning

Babinda uses technology to maximise student outcomes through convenient, just-in-time delivery of instructional content and learning experiences which best match learner needs; strategies to meet this include the wide variety of learning technologies, from CD-ROMs, computer-based instruction, videoconferencing and virtual educational networks to more traditional strategies.

Additionally:

- All P-12 English, Maths and Science classrooms have interactive whiteboards
- A wide range of digital hardware for curriculum use (e.g. digital microscopes, video cameras, digital cameras, 3d printers)
- Introduced XO laptops so that every prep child has access to their own purpose built early years laptop
- iPads are used across primary and senior secondary students have access to take home laptops
- We have delivered to staff various other professional development sessions related to current technology innovations

Social Climate

At Babinda P-12 State School we implement a research-validated school-wide positive behaviour support process. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of acknowledgement for doing so through our many reward programs. Through these programs we are focussed on maintaining our very high standards of behaviour and very low incidents of misbehaviour. Different programs of rewards and encouragement as well as discipline and ongoing support measures are used throughout the school to best meet the needs of the students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	86%	96%
this is a good school (S2035)	96%	92%	95%
their child likes being at this school (S2001)	96%	100%	91%
their child feels safe at this school (S2002)	96%	93%	96%
their child's learning needs are being met at this school (S2003)	96%	86%	91%
their child is making good progress at this school (S2004)	96%	86%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	86%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	79%	91%
teachers at this school motivate their child to learn (S2007)	96%	86%	91%
teachers at this school treat students fairly (S2008)	96%	93%	91%
they can talk to their child's teachers about their concerns (S2009)	96%	93%	96%
this school works with them to support their child's learning (S2010)	96%	86%	91%
this school takes parents' opinions seriously (S2011)	93%	86%	91%
student behaviour is well managed at this school (S2012)	96%	86%	95%
this school looks for ways to improve (S2013)	96%	86%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school (S2036)	88%	100%	92%
they feel safe at their school (S2037)	93%	100%	92%
their teachers motivate them to learn (S2038)	97%	100%	97%
their teachers expect them to do their best (S2039)	97%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	97%	100%	95%
teachers treat students fairly at their school (S2041)	90%	95%	86%
they can talk to their teachers about their concerns (S2042)	84%	90%	85%
their school takes students' opinions seriously (S2043)	88%	93%	84%
student behaviour is well managed at their school (S2044)	78%	88%	82%
their school looks for ways to improve (S2045)	97%	100%	95%
their school is well maintained (S2046)	93%	100%	94%
their school gives them opportunities to do interesting things (S2047)	97%	95%	86%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	91%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	95%	91%	94%
they receive useful feedback about their work at their school (S2071)	95%	78%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	78%	80%
students are encouraged to do their best at their school (S2072)	100%	96%	94%
students are treated fairly at their school (S2073)	95%	96%	90%
student behaviour is well managed at their school (S2074)	86%	87%	80%
staff are well supported at their school (S2075)	95%	87%	87%
their school takes staff opinions seriously (S2076)	95%	83%	77%
their school looks for ways to improve (S2077)	95%	91%	93%
their school is well maintained (S2078)	95%	87%	93%
their school gives them opportunities to do interesting things (S2079)	90%	78%	87%

'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

Babinda P-12 State School has a core belief that parents are partners in education and that without their help we can't succeed. With that in mind, the school is continuing to invest in and be involved in a range of projects that engage parents in schooling. A school welfare worker is also employed to be a support service for families. The school will also continue to promote many and varied cultural, sporting, educational and social activities to further strengthen our school community.

One of the best ways parents have been involved and ensured that their child succeeds was to take an active role at Parent Teacher interviews. These are held every semester or upon request at any time.

Strategies used to involve parents in their child's education also include: open door policies in all classrooms, regular schedules of parent teacher information evenings and P&C meetings.

As a staff we are very conscious that school can be quite a daunting place for some parents due to their own educational experiences, as well as significant issues with cultural and language barriers. We endeavour to ensure that there is a mix between active and passive participation, and to involve indigenous staff in linking those indigenous parents who may be reluctant to engage because of language or cultural differences. The strongest activity at the school to engage parents in their child's schooling is through our performance pact which is a signed agreement between parents and the school.

Reducing the school's environmental footprint

The Primary School's "Energy Committee" actively advocates sustainable practices. The areas of concern for the school concern wasteful practices with regards to the use of air-conditioning and Lighting as well as reducing, recycling and reusing waste.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	158,078	2,315
2013-2014	152,959	1,405
2014-2015	161,511	2,575

*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.

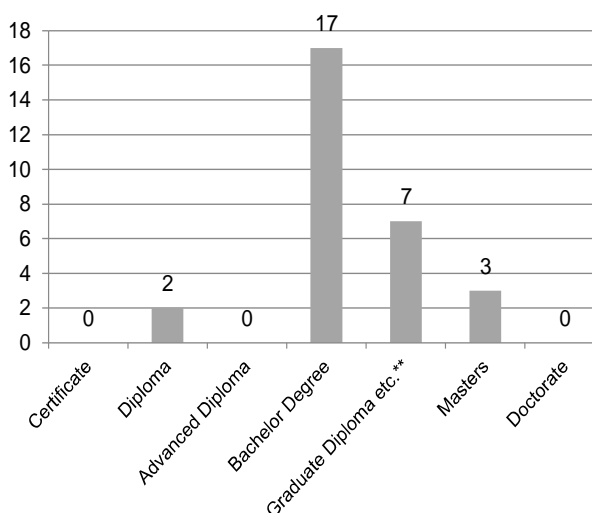
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	21	<5
Full-time equivalents	23	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	7
Masters	3
Doctorate	0
Total	29



*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 \$13,078.00.

The major professional development initiatives are as follows:

- Collaborating to lead policy development: School-wide Positive Behaviour Support, connecting with families.
- Student Protection, Code of Conduct and other mandatory training modules
- Internal mentoring (sharing of skills and knowledge): pedagogy for diverse learners, SWPBS
- Procedures and processes – Babinda Way
- Explicit Teaching – Workshops, Coaching – Observation and Feedback
- Professional reading and networking through professional associations.

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.	98%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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

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).	91%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	84%	84%

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 P-10/P-12 schools was 90%.

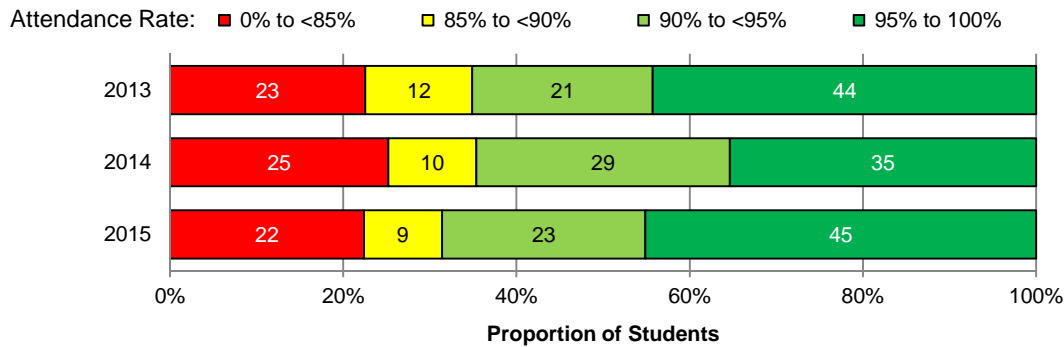
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	91%	95%	93%	90%	92%	84%	92%	92%	88%	92%	90%
2014	90%	90%	89%	89%	91%	89%	89%	90%	89%	91%	89%	86%	88%
2015	90%	91%	92%	90%	92%	95%	92%	92%	89%	91%	90%	87%	87%

*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.

Absences are recorded and followed up. The process is consistent and effective. Further, we monitor student non-attendance and patterns of non-attendance by analysing attendance data and investigating the relationships to factors such as day of the week, class/subject/year level, timetable and gender/cultural groups. In addition, through the School-wide Positive Behaviour Support process we aim to develop a positive school culture that ensures a safe and supportive school environment and the development of positive home-school relationships. If the previous strategies are ineffective, we collaborate with other agencies so that we can implement appropriate strategies/support mechanisms. This includes liaising with Queensland Police, business community including local shops, youth groups and facilities.

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

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

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

Find a school

Sector:

Government

Non-government

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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%	105%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	100%	63%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	21	19	17
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	9	7	7
Percentage of Indigenous students receiving an Overall Position (OP)	20%	0%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	2	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	14	10
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	11	10
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	19	19	16
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	100%	80%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	89%	100%	86%

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	95%	100%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	1	2	5	1	0
2014	3	3	1	0	0
2015	0	3	3	1	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	15	9	5
2014	8	6	8
2015	2	7	3

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Babinda P-12 State School has very few early leavers. In the past 12-months, those who have left have had employment on exit or were connected to support agencies such as VPG.