



Babinda State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 217 Babinda 4861
Phone	(07) 4067 8333
Fax	(07) 4067 8300
Email	principal@babindass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Angelina Wilkins, enrolments officer

School overview

Babinda P-12 State School encourages excellence, applauds achievement and celebrates diversity. Our school is surrounded by the lush green mountains of Babinda. We proudly boast a near 100% success rate providing students with a real life pathway post schooling – learning, training and employment. Central to our school's identity is our absolute commitment to ensuring our students achieve their highest academic potential. Through regular performance checks, explicit and direct instruction and tuition investments as part of our performance pact. We guarantee our student's learning isn't being left to chance. Babinda P-12 State School is committed to the seamless transition of students from prep to year 12 with:

- A nurturing environment in the early years from Prep through primary school where safety, health and caring strengthen teacher, student and parent relationships and a strong focus is placed on providing a solid foundation of literacy and numeracy fundamentals as well as higher order thinking skills and technology use.
- A supportive early secondary school setting where the values of integrity, diligence, compassion and respect are forged through varied curriculum opportunities. We know that students in this phase experience an unmatched period of cognitive, physical, social and emotional change and this is supported through strong staff relationships, goal setting and by engaging students in authentic and meaningful learning.
- A flexible and innovative senior program which offers a wide variety of high quality pathways to post schooling success for students. Our learning options are enriched by providing students with the opportunity to study both a rigorous academic program or vocational and trade options via face to face learning, virtual learning or through external TAFE providers. Many of our students also access early entry programs into university and school-based apprenticeships and traineeships.

Finally, we are proud to be a quality public education provider; the cornerstone of our success is quality teaching and learning by our dedicated staff, something that we always continue to strive to improve. We see the greatest asset of our school as the strength of the relationships fused between our staff, the students, our parents and the community, a partnership that allows us to personalise learning for every student. In the words of one of our senior students, "At Babinda unlike other schools, students have a name...they're not just a number to the teachers."

Babinda P-12 State School - Quality Teaching and Learning, Quality Behaviour, Quality Relationships, Quality Outcomes.

School progress towards its goals in 2018

2018 has been another great year full of success for our students and our school. Some of the significant successes and opportunities from the year are:

- **Parent Partnerships** – Again this year as parents, students and staff we have worked productively together to ensure that every student is receiving personalised attention to reach their personal academic best. This is critical for our school so that we can ensure that when each of our students leave at the end of grade 12, be it this year or in the coming years that they will leave fully prepared with **real choices and a real life pathway to employment**.
- **Senior Student Results** – Once again 100% of year 12 students achieved the Queensland Certificate of Education and 100% of students who received an OP achieved between 1 and 15, and achieved their tertiary pathway of choice.

Vibrant Curriculum and school life - we have further focussed on maintaining, enhancing and expanding our curricular and extra-curricular offerings, with new subjects, extra classes, activities and support. We have worked hard to provide students with the kind of educational services that gives them a very strong foundation in both literacy and numeracy but that will also, with the support of parents, helps them to become good academic students, good sportsmen and women, good leaders, and active, community minded citizens and therefore ultimately great, well-rounded people.

Future outlook

In 2019 we're focussing on a complete curriculum renovation to Australian Curriculum, ensuring fully vertical P-10 curriculum in every KLA as well as mapping of cognitive verbs years 12-6

On top of this we are exploring and identifying locally valued pedagogies to inform development of Babinda SS pedagogical framework and peer observation and coaching model while continuing the development of SATE curriculum and Senior Secondary structures.

We are renovating the eLearning precinct and tightening our processes for engaging with online learning processes.

We will grow our Positive Behaviour for Learning program and develop school Indigenous community engagement strategy, including Indigenous Student Support Office role and school cultural awareness.

We will foster growth of school Clubs and Societies to maximise student interest and engagement and develop a Community Sport program with the school hosting fixtures

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	275	282	257
Girls	128	141	133
Boys	147	141	124
Indigenous	67	80	52
Enrolment continuity (Feb. – Nov.)	89%	90%	91%

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

We are a single campus P-12 school situated in the township of Babinda, approximately 60 km south of Cairns, located within the Cairns Coastal District and the largest member of the Russell River cluster of schools which includes McDonnell Creek, Bellenden Ker, Mirriwinni and Bartle Frere. Many students live locally and others travel some distances to attend our school. The student body is a diverse group with a range of social, cultural and economic backgrounds. Approximately 30% of students are from Aboriginal and Torres Straits Islander backgrounds.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	10	20
Year 4 – Year 6	26	21	22
Year 7 – Year 10	19	20	18
Year 11 – Year 12	16	16	9

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

From Prep to year 9 all students are offered the opportunity to study Physical education, Technologies, Music and LOTE – Japanese in addition to the core subject areas. 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), utilising the same “Blackboard” learning interface favoured by most Universities . Our online subject choices supplement the many face to face senior subjects offered by Babinda P-12 SS including various face to face OP/ATAR/Ranking subject choices. Vocational Education, School Based Apprenticeships and Early Entry to University are also further options available.

Co-curricular Activities

- Robotics
- Active after-school sport
- Volleyball
- Basketball
- Camps
- School Leaders – Leadership Camps
- ANZAC Days
- Harvest Festival
- School socials
- Lions Youth of the Year
- Instrumental Music
- Sports Days with other P-7 and 8-12 schools

How Information and Communication Technologies are used to Assist Learning

Babinda uses technology to maximise student outcomes through convenient, just-in-time delivery of instructional content and learning experiences which best matter learning needs; strategies to meet this include a wide variety of learning technologies including computer-based instruction, videoconferencing, and virtual educational networks to complement 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)
- IPADS are used across primary and senior secondary and Senior students having take-home laptops
- We have delivered to staff various other professional development sessions related to current technology innovations

Social climate

Overview

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 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

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)	86%	100%	100%
• this is a good school (S2035)	86%	100%	90%
• their child likes being at this school* (S2001)	86%	100%	90%
• their child feels safe at this school* (S2002)	100%	100%	95%
• their child's learning needs are being met at this school* (S2003)	93%	100%	90%
• their child is making good progress at this school* (S2004)	93%	100%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	95%
• teachers at this school motivate their child to learn* (S2007)	93%	92%	95%
• teachers at this school treat students fairly* (S2008)	79%	92%	85%
• they can talk to their child's teachers about their concerns* (S2009)	92%	100%	89%
• this school works with them to support their child's learning* (S2010)	86%	92%	89%
• this school takes parents' opinions seriously* (S2011)	79%	92%	80%
• student behaviour is well managed at this school* (S2012)	86%	85%	75%
• this school looks for ways to improve* (S2013)	86%	85%	90%
• this school is well maintained* (S2014)	100%	100%	90%

* 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)	94%	86%	89%
• they like being at their school* (S2036)	82%	78%	83%
• they feel safe at their school* (S2037)	94%	83%	85%
• their teachers motivate them to learn* (S2038)	91%	86%	92%
• their teachers expect them to do their best* (S2039)	98%	95%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	93%
• teachers treat students fairly at their school* (S2041)	85%	77%	81%
• they can talk to their teachers about their concerns* (S2042)	79%	75%	79%
• their school takes students' opinions seriously* (S2043)	86%	73%	79%
• student behaviour is well managed at their school* (S2044)	79%	67%	75%
• their school looks for ways to improve* (S2045)	93%	89%	86%
• their school is well maintained* (S2046)	92%	84%	87%
• their school gives them opportunities to do interesting things* (S2047)	82%	83%	83%

Percentage of students who agree [#] that:	2016	2017	2018
---	------	------	------

* 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)	87%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	87%	100%	96%
• they receive useful feedback about their work at their school (S2071)	83%	92%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	94%
• students are encouraged to do their best at their school (S2072)	87%	92%	96%
• students are treated fairly at their school (S2073)	78%	96%	100%
• student behaviour is well managed at their school (S2074)	70%	84%	92%
• staff are well supported at their school (S2075)	74%	88%	92%
• their school takes staff opinions seriously (S2076)	78%	88%	87%
• their school looks for ways to improve (S2077)	91%	96%	96%
• their school is well maintained (S2078)	82%	92%	88%
• their school gives them opportunities to do interesting things (S2079)	83%	96%	92%

* 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

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. An Indigenous School Support Officer is employed to act as a link between school and 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 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 and 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.

Respectful relationships education programs

The school has developed and implemented a program that focusses on appropriate, respectful and healthy relationships and has a strong team of support staff to work with student son developing appropriate personal skills, from P-12.

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	37	55	27
Long suspensions – 11 to 20 days	1	5	0
Exclusions	0	0	1
Cancellations of enrolment	0	0	1

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

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. We have invested in up to date and energy efficient equipment as well as developing a culture of “turning it off and closing the door”.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	233,368	309,042	183,833
Water (kL)	2,003	3,519	2,355

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 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.

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.

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](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

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	30	22	5
Full-time equivalents	27	13	<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	0
Masters	3
Graduate Diploma etc.*	8
Bachelor degree	17
Diploma	2
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 \$36343.73

The major professional development initiatives are as follows:

- SATE (new QCE) curriculum and structure development
- Australian Curriculum and implementation
- Positive Behaviour for Learning

- Student Protection, Code of Conduct and other mandatory training modules
- Internal mentoring (sharing of skills and knowledge): pedagogy for diverse learners
- Restorative Practices

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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 P-10/P-12 schools was 89%.

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	91%	90%	90%
Attendance rate for Indigenous** students at this school	86%	84%	81%

* 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	91%	96%	91%
Year 1	92%	91%	94%
Year 2	92%	94%	91%
Year 3	93%	91%	91%
Year 4	94%	91%	95%
Year 5	93%	94%	92%
Year 6	95%	92%	91%

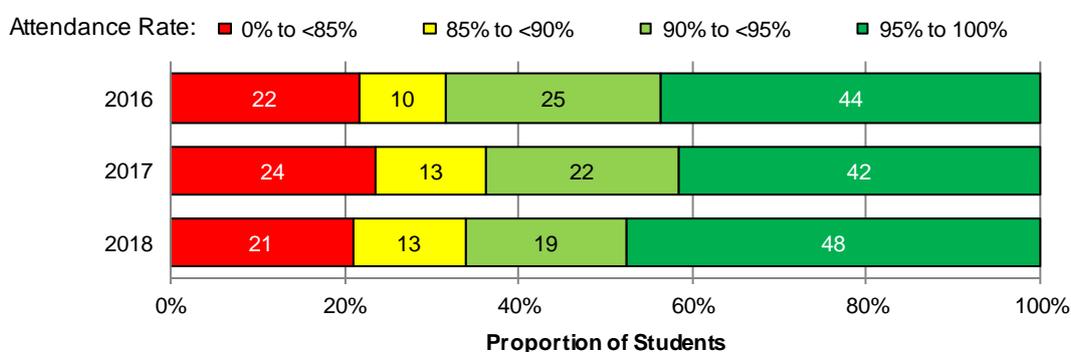
Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	92%	89%	91%
Year 9	90%	86%	81%
Year 10	91%	82%	87%
Year 11	85%	83%	81%
Year 12	88%	87%	87%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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 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.

Absences are recorded and followed up. Daily notification systems automatically inform parents/caregivers of unexplained absences. The process is consistent and effective. 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. Through the Positive Behaviour for Learning framework 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 and facilities.

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

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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	27	26	12
Number of students awarded a QCIA	0	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	27	23	11
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	83%	100%
Number of students who received an OP	12	9	6
Percentage of Indigenous students who received an OP	20%	17%	0%
Number of students awarded one or more VET qualifications (including SAT)	16	18	5
Number of students awarded a VET Certificate II or above	15	16	5
Number of students who were completing/continuing a SAT	1	3	3
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	96%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Description	2016	2017	2018
-------------	------	------	------

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	3	1
6-10	4	3	2
11-15	6	3	3
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	1	1	0
Certificate II	12	15	5
Certificate III or above	7	9	2

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In addition to a range of online certificates and courses, the school offers a wide variety of certificate courses in through partnership with Cairns TAFE and a sport and recreation through Binnacle training.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	88%	104%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	71%	133%	80%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.babindass.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>