

Barkly Highway State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Every year, State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Barkly Highway State School in 2014. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all key learning areas in all year levels. In partnership with our community, Barkly Highway State School is committed to developing active, compassionate and lifelong learners. Integral to our philosophy is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures. In addition, the school and community are focused on ensuring we live and breathe our motto.

'Every day, in every classroom, every child is learning'

School progress towards its goals in 2014

2014 was another successful year for Barkly Highway State School with a narrowed focus on improving attendance and the educational outcomes for all children. The school also continued to promote, acknowledge and celebrate achievements in sporting, social and cultural activities. To achieve success in the key focus areas, the following strategies were implemented:

- The Barkly Highway State School Curriculum Team (comprising of the Principal, Deputy Principal, Head of Curriculum, Support Teacher Literacy & Numeracy, Head of Special Education Services and the Lead Literacy Teacher) worked collaboratively with teachers to further improve practices in planning, pedagogy and assessment practices
- The affirmations received from the school's Discipline Audit, found a clear link between the school's focus on building teacher capability for enhanced teaching, learning engagement and behaviour support through the provision of quality professional development and coaching
- The Curriculum Team continued up-skilling teachers in interpreting and understanding student data so that it was used for directing future teaching and learning in literacy and numeracy thereby improving outcomes for all students
- The school wide pedagogy for Reading and Writing was embedded across the school to ensure consistency of teaching practices and common language and the development of a consistent school-wide approach to pedagogy in Mathematics was initiated
- The school adopted high yield strategies to improve student outcomes by implementing research based strategies in accordance with the practices contained in Fullan & Sharratt's *Putting Faces on the Data*
- Quality teaching and learning practices were promoted through the deprivatisation of teacher practice and encouraging professionals to participate in the WOW (Watching Others Work) program
- All professional development opportunities aligned to systemic and school priorities
- All classrooms were upgraded in ICT infrastructure and improved access through interactive technology being readily available in all classroom in 2014
- Communication with our community was enhanced through the continual updating of the school's website, development of a school Facebook page, Term Calendar of Events, informative class and school newsletters and parent/carer workshop opportunities.
- Networks and partnerships with our local community were enhanced to support improved attendance outcomes

These strategies resulted in the following successes:

- Improvement in school NAPLAN results especially in Year 5 Number, Reading, Writing, Grammar and Punctuation; and the number percentage of children in the Top 2 Bands in Years 3, 5 and 7
- Continued improvement in Reading outcomes for children as evidenced by the school's PAT-R results
- Improved Writing outcomes for children as a result of the implementation of Short Term Data Cycles and analysing pre and post writing samples of students
- Improved overall attendance
- Improved School Opinion Survey results from Parents and Students

Future outlook

In 2015, Barkly Highway State School is focused on a very explicit improvement agenda. This improvement agenda includes:

- **Reading:** develop continuity of the teaching of Reading
- **Reading:** improve student achievement in Reading
- **Writing:** develop continuity of the teaching of Writing
- **Writing:** improve student achievement in Writing
- **Mathematics and Number:** develop continuity of the teaching of Mathematics and Number
- **Mathematics and Number:** improve student achievement in Mathematics and Number
- **Pedagogical Framework:** embed as agreed framework for explicit instruction
- **Relationships:** continue to build positive relationships with and between all school stakeholders
- **Attendance:** strive to gain 92.4% attendance or better across the whole school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	554	250	304	89%
2013	545	255	290	90%
2014	483	227	256	90%

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

Characteristics of the student body:

Barkly Highway State School is a medium sized primary school located on the northern side of Mount Isa. Our students currently number around 461 with approximately 53% boys and 47% girls. Classes at Barkly Highway State School are organised around traditional year level groupings, with some composite classes over adjacent year levels created, in order to meet human resourcing allocations.

Approximately 21 % of our students identify as Aboriginal and / or Torres Strait Islander. A considerable proportion of our students are from a variety of multicultural background including South Africa, England, Philippines, Thailand, India, Pacific Islands and New Zealand. Approximately 12% of our student population have an EALD background. We also have 21 students attending our Early Childhood Development Unit (ECDU).

Barkly Highway State School is a co-educational public school providing a state-of-the-art curriculum for all students.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	28	26	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	31	25	34
Long Suspensions - 6 to 20 days	1	3	2
Exclusions [#]	0	1	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Barkly Highway State School focuses on English and Mathematics as well as literacy and numeracy across all other key learning areas. The school curriculum incorporates the Australian Curriculum for English, Mathematics, Science, History and Geography; and the Essential Learnings for the remaining key learning areas of The Arts, Technology, Health & Physical Education and Languages other than English (Japanese). In addition the following programs are delivered:

- Explicit targeted teaching in all year levels that track the progress of students and teach from 'where they are at'
- Early Childhood Development Unit (ECDU) classes for children with Special Needs aged less than 4 years
- Differentiated Learning Support & Social Learning programs for identified students
- Strong emphasis on the development of the social and emotional needs of students
- Focussed learning time each day in English and Mathematics
- ICAS English, Writing, Spelling, Mathematics and Science
- Continued implementation of the Barkly Highway State School Reading Pedagogy and Writing Pedagogy across the whole school to develop consistency of teaching practices
- Mathematics Pedagogy has been introduced
- LOTE (Japanese) for students in Years 6 & 7
- Highly effective Behaviour Management Policy that promotes high expectations and rewards achievement
- Instrumental Music program and Choirs
- Strong emphasis on the use of digital technologies in teaching
- Computers being accessible in each classroom
- Participation in District sporting competitions
- Human resource support
 - Classroom Assistants (teacher aides)
 - School Chaplain (2 days each week)
 - Lead Literacy Teacher
 - Head of Curriculum focussing on alignment of learning with the Australian Curriculum
 - Family Support Officer (5 days each week)

Extra curricula activities

Our students are able to participate in a wide range of extra-curricular activities designed to support and extend the students in every field of endeavour. Many of these activities require the assistance and involvement of a range of community groups and organisations. These activities include, but are not limited to:

- ICAS Competitions in Mathematics, English and Science
- Senior and Junior Choir
- Inter-house Athletics
- Interschool/Inter-house Sport
- AFL Auskick program
- Year 6 & 7 Gifted & Talented Program at Spinifex College
- Year 7 School Camp to Tallebudgera
- Year 6 School Camp to Canberra
- Year 5 School Camp to Winton and Longreach
- Leadership Opportunities (Student Council)
- Optiminds participation
- Excursions to local expos (e.g. Mount Isa Mining Expo, children's play at the Civic Centre)
- A Breakfast Club for children (commenced in May 2008) occurring 2 days each week from 7:45am -8.15am
- Homework Club (operating 1 day each week)
- Whole-of-school celebration of NAIDOC week held in July
- Interschool sport programs across Mount Isa (Year 5, 6 and 7 students)
- Instrumental music lessons including, woodwind, brass, percussion and strings
- Religious Instruction (Year 2-7 students)
- Swimming including - learn to swim (Prep – Year 3 students)
- Isa Sings Choral Festival
- Participation in the 90th Anniversary of Mount Isa
- Choir participation in Mount Isa Eisteddfod

How Information and Communication Technologies (ICT) are used to assist learning

The school has over 42 computers spread around classrooms and a pod of over 34 desktop and laptop computers located in the library for access by class groups.

Our schools ICT program develops students' use of information and communication technology and information literacy skills through learning and assessment activities. Computers are used in classrooms by students to complete learning assessment tasks in all key learning areas. Students use online content and services to support their learning. Other multimedia resources such as digital cameras, movie making equipment and data projectors are used in conjunction with computers for student learning.

Our classrooms use interactive white boards to aid teachers in the delivery of the Australian Curriculum. Our philosophy with regards to the use of ICTs is that the technology must be accessible, aids teaching and learning, and is engaging to learners.

Our school Facebook page, as well as our website, is a valuable tool that provides parents and community members with current information about the school's activities. It is regularly updated and provides a means to celebrate the many positive things that occur at our school every day.

Social Climate

Barkly Highway State School is committed to ensuring that student's intellectual, physical, emotional, social and cultural well-being is nurtured within a supportive school environment. Students who display inappropriate behaviours are supported with a range of strategies developed to improve their social and emotional well-being. It is our aim that the students of Barkly Highway State School will maximise their own learning and the learning of others in a disruption free environment where staff, students and parents feel safe, happy and supported.

Our school also believes it is essential to recognise and celebrate the positive behaviours and achievements in our school community. Students are encouraged to see themselves as having an important role in ensuring that their school environment is a safe, pleasant and happy place to learn.

At Barkly Highway State School, we emphasise the partnership between home and school, the role of each in preparing children for life and the importance of parents as partners in their children's education. There is a strong emphasis on keeping parents informed through all stages of social, emotional and academic progress, with a particular focus on acknowledging and celebrating positive progress.

A supportive school environment has always been a priority for our school. High standards of behaviour, responsibility and accountability are expected by all members of the school community. Results in the 2014 School Opinion Survey for parents show that 100% of parents surveyed were satisfied that their children were "safe at school". Results with regards to students revealed that the vast majority of children acknowledged that they were "getting a good education at the school" and that teachers "expected them to do their best".

The school's Responsible Behaviour Plan for Students provides the framework for ensuring effective behaviour support strategies are implemented at school wide, specific setting, classroom and individual student levels. Our teachers are friendly, approachable and hold high expectations for their students.

In the event that a problem may arise, community members are encouraged to communicate directly to the most relevant person at the school. Parents and carers are urged to speak directly to their child's class teacher or meet with the responsible line manager to develop a meaningful plan to resolve the problem.

Barkly Highway State School caters for children from many and varied backgrounds, ability levels and cultures. Our school provides a number of services and strategies to enhance the well-being of our student population. Visiting specialist teachers support children with needs in behaviour, hearing, vision and English as a Second Language. In response to community needs, after school care operated by the PCYC has continued at our school since the beginning of 2013.

The school takes proactive actions with regards to dealing with bullying. Bullying refers to deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Whether the bullying occurs at school or through Cyber means, matters are dealt with according to Departmental procedures and recommended actions by reputable authorities on the issue (e.g. the *Alannah & Madeleine Foundation*).

Parent, student and staff satisfaction with the school

Our parent community continues to be a strong support for our school. Education is a home and school partnership and without the support, encouragement and cooperation of our parent community, our achievements would not have been as extensive. That support has been clearly evident as measured by the 2013 Parent Opinion Survey with the vast majority of

parents and students at Barkly Highway State School satisfied with the school and the quality of education being provided. Our teachers and staff are friendly, approachable and hold high expectations for all children.

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	90%	97%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	95%	97%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	90%	93%	97%
their child is making good progress at this school* (S2004)	91%	93%	97%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	95%
teachers at this school motivate their child to learn* (S2007)	91%	90%	97%
teachers at this school treat students fairly* (S2008)	95%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	95%	100%	97%
this school takes parents' opinions seriously* (S2011)	91%	86%	97%
student behaviour is well managed at this school* (S2012)	91%	93%	86%
this school looks for ways to improve* (S2013)	95%	100%	97%
this school is well maintained* (S2014)	90%	97%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	91%	100%	97%
they like being at their school* (S2036)	87%	89%	97%
they feel safe at their school* (S2037)	88%	89%	92%
their teachers motivate them to learn* (S2038)	96%	94%	94%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	96%
teachers treat students fairly at their school* (S2041)	75%	82%	88%
they can talk to their teachers about their concerns* (S2042)	87%	85%	82%
their school takes students' opinions seriously* (S2043)	71%	88%	90%
student behaviour is well managed at their school* (S2044)	66%	83%	80%
their school looks for ways to improve* (S2045)	90%	98%	96%
their school is well maintained* (S2046)	76%	88%	95%
their school gives them opportunities to do interesting things* (S2047)	83%	91%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		89%	92%
they feel that their school is a safe place in which to work (S2070)		94%	92%
they receive useful feedback about their work at their school (S2071)		72%	77%
students are encouraged to do their best at their school (S2072)		93%	92%
students are treated fairly at their school (S2073)		87%	85%
student behaviour is well managed at their school (S2074)		85%	77%
staff are well supported at their school (S2075)		74%	65%
their school takes staff opinions seriously (S2076)		81%	73%
their school looks for ways to improve (S2077)		91%	88%
their school is well maintained (S2078)		87%	88%
their school gives them opportunities to do interesting things (S2079)		87%	81%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Cleo V Swarat said it best in her poem 'Unity' "and behind the teacher stood the home".

Parents are valuable partners in the education and development of young people. Effective school/home partnerships ensure children receive the highest quality educational outcomes. Barkly Highway State School enjoys a strong, positive reputation within the community as a caring school with a positive approach to managing student behaviour. Parents and carers are encouraged to participate in our P&C Association, which meets on the second Tuesday of the month at 6:00pm. Many school activities are run with the support of the Student Council, P&C Association and volunteers. More are always needed and welcomed. Parents and community members can participate or help in any of the following activities:

- School assemblies
- Afternoons of Excellence – showcasing student work
- Class or cultural performances
- School Sports Days
- Assisting in the library
- Working in the school tuck shop
- In-class helpers
- P&C meetings and fundraising events
- Annual ANZAC Day March and Commemorative Service
- Annual NAIDOC celebrations
- Class excursions and celebration days
- Parent and Community Engagement Committee(PACE)

Academic Reporting to parents and carers occurs at the following times:

- Term 1 – Face to Face Interviews with parents and carers
- Term 2 – Written reports forwarded home and interviews can be requested by parents and carers
- Term 3 – Face to Face Interviews with parents and carers
- Term 4 – Written reports forwarded home

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Whilst our electricity consumption shows an increase over the years, it must be noted that the reliance of electricity in schools is increasing due to

the fact that technology is utilised more and more, and air conditioning is an ongoing requirement for creating an environment that supports the learning. As air conditioning units age, so do their efficiency.

This school is continually seeking ways to reuse and reduce waste across all aspects of energy and resources usage. To facilitate this, a School Environmental Management Plan was developed in 2011 to focus on reducing the school's environmental footprint. The school's consumption of electricity rose by 22% between 2013 and 2014 most likely as a result from a combination of increased electrical devices for classroom use and the school's attempts to maintain grass coverage by using the bore in times of limited town water supply.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	206,150	0
2012-2013	215,746	2,089
2013-2014	264,318	332

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.

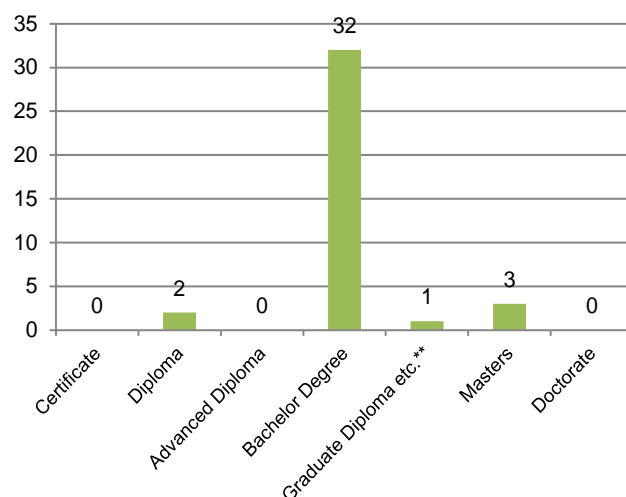
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	24	<5
Full-time equivalents	35	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
Total	38



*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 2014 were \$44 539.05.

The major professional development initiatives were as follows:

- Teacher pedagogy and understanding of The Australian Curriculum and C2C
- Professional Standards for Teachers
- Aus-Identities and understanding individual personality traits of students
- The explicit teaching of reading and writing
- Indigenous Education Agendas including Crossing Cultures, Hidden Histories and Stronger Smarter Leadership Program
- Understanding the research based strategies in accordance with Fullan and Sharatt's "Putting Faces on the Data"
- Queensland Studies Authority Conference
- Aspiring Leaders Conference – to develop staff capacity building
- Professional Book Club resources – focussing on improving teacher pedagogy
- First Aid Training
- Neil Carrington – Improving Classroom Pedagogy
- Beginning & Establishing Teachers Conference
- Behaviour Management processes and practices including Essential Skills
- Writing moderation across year levels.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 57% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	91%
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.			

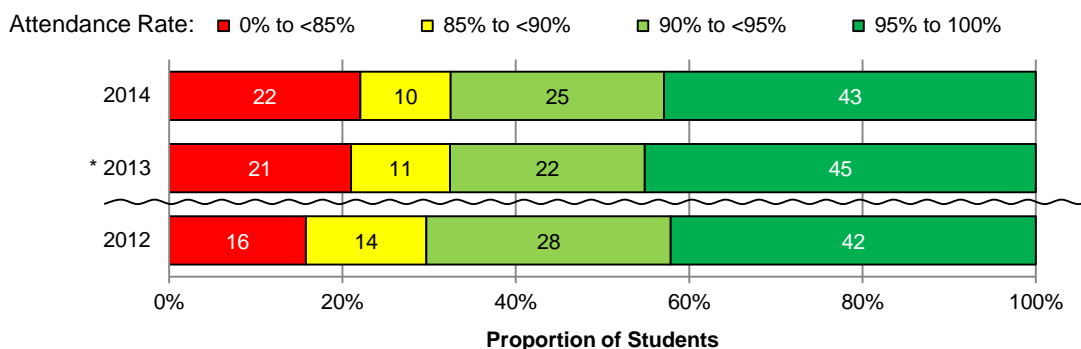
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	92%	92%	90%	92%	92%	92%					
2013	91%	93%	92%	90%	90%	90%	91%					
2014	91%	92%	92%	93%	91%	89%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Teachers mark rolls electronically in the morning and afternoons.

Teachers and administrative staff informally follow up student absences with students and parents by requesting notes and making phone calls. Administrators follow up with parents and students by investigating issues affecting attendance, identifying support options if needed, and following procedures identified in the Department flowchart “Managing Unexplained Absences”. For persistent truancy or absenteeism, administrators follow procedures identified in the Department flowchart “Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age”.

Administrators manage ‘at risk’ attendance and target those students with irregular attendance, including early leavers and late arrivals. Barkly Highway State School’s student attendance monitoring system was implemented school-wide in 2014.

Students who achieved the school's target of 95% attendance each term were awarded certificates and celebrated with a range of special activities and rewards.

Barkly Highway State School consistently articulates the key message that 'Every Day Counts' to our school community.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Barkly Highway State School is committed to improving the educational outcomes of our Indigenous students provided in the Closing the Gap strategy. The following table shows the 'gap' at Barkly Highway State School is less than the average 'gap' in Queensland State Schools. In Year 7 Writing, there was no 'gap' and the Indigenous achievement at Barkly Highway State School bettered the Non-Indigenous students' achievements.

Gap Measure	Queensland State School's Gap Size between Mean Scale Scores (Indigenous/Non-Indigenous) - 2014	Barkly Highway State School's Gap Size between Mean Scale Scores (Indigenous/Non-Indigenous) - 2014
Year 3 Reading	68	66
Year 3 Writing	52	38
Year 3 Numeracy	59	57
Year 5 Reading	67	57
Year 5 Writing	56	65
Year 5 Numeracy	61	49
Year 7 Reading	53	29
Year 7 Writing	57	-35
Year 7 Numeracy	53	27

The gap between the attendance of Indigenous and Non-Indigenous students has increased slightly by 0.7%, from 5.8% in 2013 to 6.5% in 2014. In 2013, Indigenous/Non Indigenous attendance was 86.6%/92.4% and in 2014 it was 86.2%/92.7%. The following proactive strategies were used in an attempt to maintain and improve attendance.

- Every Aboriginal & Torres Strait Islander student had a Personalised Learning Plan developed through consultation between the school, parents/carers and the students;
- Continued promotion of the Everyday Counts strategy;
- Strengthened networks and partnerships with our local community and elders;
- An Aboriginal and Torres Straits Islander community reference group continued to provide feedback and suggestions on ways the school could improve outcomes for our Aboriginal & Torres Strait Islander students; and
- A partnership with Indig-Connect (Parent and Community Engagement Committee) was established.