

# Our school at a glance



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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.

Contact Person Mr Ross Kubler – Principal

## Principal's foreword

### Introduction

It give me great pleasure to present the 2012 Barkly Highway State School Annual Report.

This Report summarises the school's achievement of systemic and local goals. This report will detail some of the many educational opportunities students were offered during the year. Our teaching staff spent a significant amount of their time implementing the Australian Curriculum focusing on the core learning areas of English, Math and Science.

As a school we continue to focus on curriculum, consistency and continuity so that our children progress seamlessly through the school, benefitting from consistent pedagogy. Regular diagnostic data has been collected and analysed by teachers to ensure the learning needs of their students can be better met.

It is daily pleasure to see all students attending school in uniform with a smile on their face, met by teachers who care for them and are committed to ensuring they achieve quality outcomes. 2012 saw the active promotion of the school's vision:

"Every day, in every classroom, every child is learning."

### School progress towards its goals in 2012

2012 was a successful year for our school with continued focus on Attendance, Academic, Sporting, Social and Cultural activities. We have maintained our continued focus on the teaching of English Math and Science. This is our core business and occupies the vast majority of each school day. The progress in our Literacy and Numeracy outcomes for our school focuses, as measured by NAPLAN, has improved significantly according to 'Effect Size' data analysis.

Barkly Highway State School commenced implementation of the school's new Strategic Plan 2012 – 2015. This Plan emphasised (among other things) a school wide focus on improving Literacy and Numeracy outcomes, Attendance rates and the provision of a consistent school-wide Assessment and Reporting Framework. Reading was identified as the core focus area for improvement in Literacy.

During 2012, in order to develop a school wide systematic approach to the teaching of reading, a team of expert teachers within the school developed the Barkly Highway Reading Pedagogy. Our approach to the teaching of Reading has been based on PALLIC research and is based around the 'Big Six': Oral Language, Phonological Awareness, Letter Sound Knowledge, Vocabulary, Fluency and Comprehension. Additionally, another team of expert teachers developed the school's Assessment and Reporting Framework to embed a more consistent approach to this area across the school. This Framework aligned with the Australian Curriculum expectations for students and provided that student achievements are based on a combination of formative and summative assessments, as well as teacher records and observations.

With the implementation of the National Curriculum in 2012 significant efforts were made by all staff to learn more about the new English, Math and Science curriculum expectations. School programs were developed in the other Key Learning Areas as we dismantled the integrated studies approach to teaching and moved to the subject specific Australian Curriculum.

### Future outlook

Literacy, Numeracy and Science continue to be our focus curriculum areas with a particular focus on Reading. This year we commenced regular diagnostic tracking of student's reading development and this data has been used to inform teaching to improve the outcomes of individual students. We will continue to make strategic human resource decisions to increase the support provided to

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individual students' dependant on their needs.

We will continue to focus on supporting our teachers to be the best they can be by focussing on instructional leadership and a professional development program that support the implementation of school frameworks and the Australian Curriculum. Our curriculum, pedagogy, assessment and reporting will continue to be aligned in accordance with our Assessment & Reporting Framework. ICT remains a focus of our school and we will continue to purchase a variety of devices to support children engaging with the Australian Curriculum. These devices will include Interactive Whiteboards being installed in every classroom, Ipads, Ipods and laptops.

We will be reviewing our Responsible Behaviour Plan in the coming year and this will continue the embedding of positive and proactive strategies to support the personal, social and emotional development of children.

Parent involvement is high and we will continue to promote greater participation in the school by parents, carers and community stakeholders. Stakeholders are very supportive of the school focuses and this ensures our school continues to strive to achieve its goals.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	529	270	259	92%
2011	554	268	286	90%
2012	554	250	304	89%

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 eager students currently number around 550 – 560 with approximately 52.5% boys and 47.5% girls. Classes at Barkly Highway are organised around traditional year level groupings, with some composite classes over adjacent year levels created, in order to meet human resourcing allocations.

Approximately 21.6 % 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 9% of our student population come from an ESL or ESD background.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	22
Year 4 – Year 10	26	26	28
All Classes			

## School Disciplinary Absences

# Our school at a glance

	Count of Incidents		
	2010	2011	2012
Disciplinary Absences			
Short Suspensions - 1 to 5 days	22	4	31
Long Suspensions - 6 to 20 days	4	5	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Barkly Highway State School focuses on English and Mathematics as well as literacy and numeracy across all key learning areas. During 2012, our school ceased the operation of the integrated studies program and timetabled stand-alone subjects according to each key learning area to implement the Australian Curriculum. The school curriculum incorporates the Australian Curriculum for English Math and Science, and the Essential Learnings for the remaining key learning areas of Study of Society and Environment, The Arts, Technology, Health & Physical Education and Languages other than English (Japanese).

In addition the following programs were offered:

- Targeted teaching in all year levels that track the progress of students and teach from 'where they are at'
- Early Childhood Educational Development Program (ECDP) 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 Math
- ICAS English, Writing, Spelling, Mathematics, Science and Computer competitions
- Continued implementation of the PALLIC literacy strategies across the whole school to develop consistency of teaching practices
- LOTE (Japanese) for students in Years 6 & 7
- Highly effective Behaviour Management Policy that promotes high expectations
- Instrumental Music program and Choirs
- Strong emphasis on the use of digital technologies in teaching
- Computers being accessible in each classroom
- Participation in District Interschool sporting competitions
- Commencement of a School Chaplain (2 days each week)

### Extra curricula activities

- Mount Isa Eisteddfod
- Isa Sings Choral Festival
- Inter-house Athletics
- Interschool/Inter-house Sport
- AFL Auskick program
- Instrumental Music Programs
- Year 7 Gifted & Talented Program at Spinifex College
- Year 6/7 School Camp to Gold Coast
- Year 4/5 School Camp to Cairns
- Leadership Opportunities (Student Council)
- Optiminds
- 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 3 days per week from 7:45am -8.15am
- Whole-of-school celebration of NAIDOC week held in July
- Interschool sport programs across Mount Isa for Year 5, 6 and 7 students
- ICAS Competitions in Mathematics, English, Science and Computing

### How Information and Communication Technologies are used to assist learning

Our schools ICT program develops students ICT 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 school at a glance

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 engaging to learners.

## Social climate

Barkly Highway State School is committed to ensuring that student's intellectual, physical, emotional, social and cultural wellbeing is nurtured within a supportive school environment. Students who display inappropriate behaviours are supported with a range of strategies developed to develop 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 believe 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 behaviour management and academic progress, particularly when celebrating the positive.

A supportive school environment has always been a priority for this school. High standards of behaviour, responsibility and accountability are expected by all members of the school community. Results in the 2012 School Opinion Survey for parents show that over 90% of parents surveyed were satisfied that their children were "safe at school" and "treated fairly". Results with regards to students revealed that over 90% of children thought they were "getting a good education at the school".

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 students. This year the school appointed a Chaplain who works at the school 2 days each week.

In the event that a problem may arise, community members are encouraged to communicate them 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 solve the problem.

## Parent, student and staff satisfaction with the school

The vast majority of parents and students at Barkly Highway State School are 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. The morale amongst the staff is very high.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	95.5%
this is a good school	100.0%
their child likes being at this school*	95.2%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	90.5%
their child is making good progress at this school*	90.9%
teachers at this school expect their child to do his or her best*	90.5%
teachers at this school provide their child with useful feedback about his or her school work*	90.9%
teachers at this school motivate their child to learn*	90.9%
teachers at this school treat students fairly*	95.2%

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they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	95.0%
this school takes parents' opinions seriously*	90.9%
student behaviour is well managed at this school*	90.9%
this school looks for ways to improve*	95.2%
this school is well maintained*	90.5%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	91.3%
they like being at their school*	87.1%
they feel safe at their school*	87.9%
their teachers motivate them to learn*	95.6%
their teachers expect them to do their best*	97.8%
their teachers provide them with useful feedback about their school work*	88.0%
teachers treat students fairly at their school*	75.0%
they can talk to their teachers about their concerns*	86.7%
their school takes students' opinions seriously*	70.7%
student behaviour is well managed at their school*	66.3%
their school looks for ways to improve*	90.3%
their school is well maintained*	75.8%
their school gives them opportunities to do interesting things*	83.1%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	71.7%
with the individual staff morale items	90.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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 behavior. Parents are encouraged to participate in our P&C Association which meets on the second Tuesday of the month at 7.00pm.

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
- Class performances or special activities
- 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
- Sports Days
- Class excursions and Celebration days

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

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

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 8.6% between 2011 and 2012. This can be explained by the fact that the BER project was completed in late 2011 and included an increase in the number of split system air conditioners that were built into the Resource Centre, Conference Room and Science Lab.

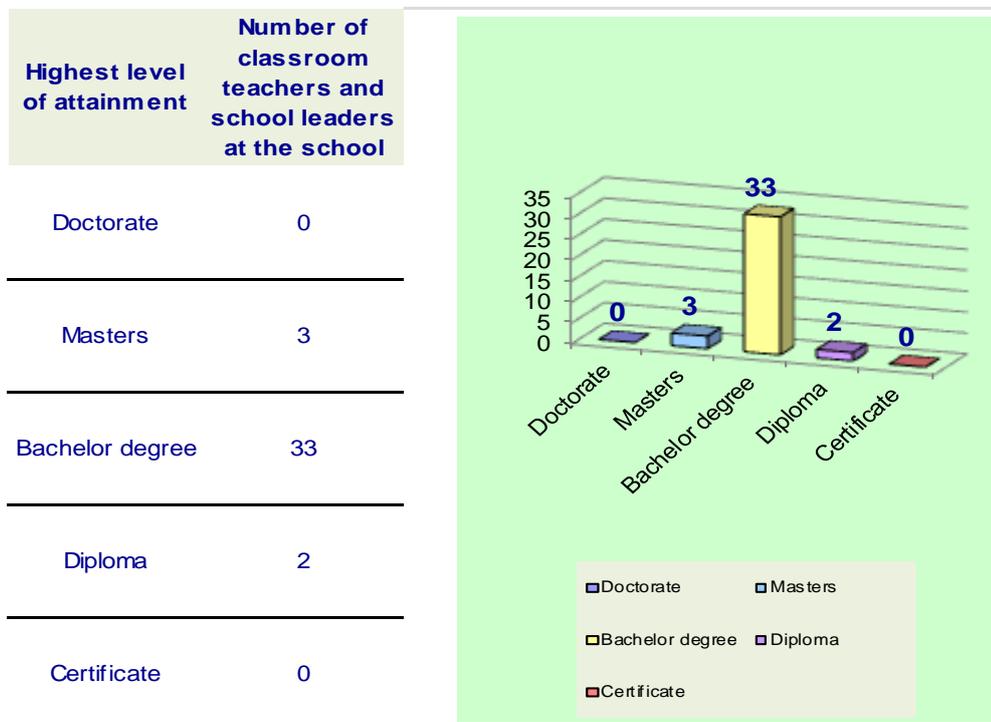
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	153,930	0
2010-2011	189,881	0
2011-2012	206,150	0

# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	20	<5
Full-time equivalents	35.5	14.3	<5

## Qualifications of all teachers



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 21 559.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

The major professional development initiatives are as follows:

- Ongoing training in use of application of One School student reporting and data collection and analysis
- Poverty Training
- The Australian Curriculum and C2C

# Our staff profile

- Bridging the Language Gap
- Crossing Cultures & Hidden Histories
- Dare to Lead – Indigenous Perspectives
- The teaching of reading – PALLIC approach
- Regional Primary Principals' Conference, Annual State Special Education Conference and Qld Studies Authority Conference
- Aspiring Leaders Conference – develop capacity building
- Professional Book Club resources – focussing on improving teacher pedagogy
- First Aid Training
- Neil Carrington – Improving Classroom Pedagogy.
- Beginning & Establishing Teachers Conference

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	96.3%	96.5%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 81.4% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

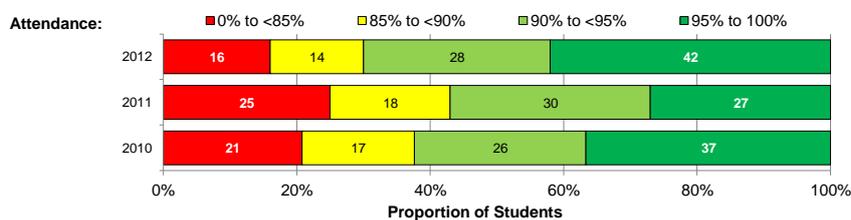
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	90%	90%	89%	91%	91%	91%					
2011	89%	88%	86%	89%	90%	90%	89%					
2012	90%	92%	92%	90%	92%	92%	92%					

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 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.

Barkly Highway State School commenced electronic roll marking in the later part of 2012. Rolls are marked twice daily. Parents can either ring the office or email the admin email address to provide explanations of student absences.

Attendance at Barkly Highway State School is measured by un-explained absences greater than 3 days from the learning program. An un-explained absence greater than 3 days is defined as 'truancy' and the school manages this in accordance with state school processes. The school also employs a full-time Family Support Officer to monitor and assist parents and carers with student attendance. Parents of absent students are regularly contacted via phone, letter or home visits to ensure every child is attending school regularly.

### 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/>.

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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.

Gap Measure	Queensland State School's gap size between mean scale scores (Indigenous/non Indigenous) - 2012	Barkly Highway SS gap size between mean scale scores (Indigenous/non Indigenous) - 2012
Year 3 Reading	70	47
Year 3 Writing	59	73
Year 3 Numeracy	62	48
Year 5 Reading	64	11
Year 5 Writing	58	17
Year 5 Numeracy	60	30
Year 7 Reading	51	42
Year 7 Writing	56	51
Year 7 Numeracy	54	25

The gap between the attendance of Indigenous and non-indigenous students has reduced from 6.9% in 2011 to 6.4% in 2012.

Key strategies used to improve attendance and retention include:

- Regular publication and reminders of the Every Day Counts attendance strategy
- Implementation of the suggested strategies from involvement in the Principals as Literacy Leaders with Indigenous Communities (PALLIC) program
- Employment of a Family Services Officer to provide support and counselling for Indigenous students at educational risk and to promote positive and proactive carer/school partnerships

Key strategies used to improve attainment include

- Skilling of early years teachers in the strategies associated with "Break it Down, Build it Up"
- Implementation of strategies suggested from Dare to Lead after completion of a DTL audit of the school
- Staff completing the Hidden Histories / Crossing Cultures professional development led by local Kalkadoon elders

