

Barkly Highway State School

Queensland State School Reporting

2015 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 2015. 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 learning areas at 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 2015

In 2015, a Full School Review conducted by an external team of reviewers from the School Improvement Unit confirmed the following key findings:

- The school has a strong ethic of care and support for students and staff
- School leaders are united and committed to improving the learning outcomes for all students
- School leaders articulate a belief that reliable and timely data on student outcomes is crucial to the school's improvement agenda
- The Special Education Program and the Early Childhood Development Program are highly valued across the Mount Isa district
- Strong foundations have been created for professional learning
- The curriculum development and planning process is established, enacted and valued by teaching staff

Barkly Highway State School continued with its focus to improve attendance and the educational outcomes for all children. The school also continued to promote, acknowledge and celebrate achievements in sporting, social and cultural activities. Our success in the key focus areas came about from the implementation of the following strategies:

- The Barkly Highway State School Curriculum Team (Principal, Deputy Principal, Head of Curriculum, Support Teacher Literacy & Numeracy, Master Teacher, 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 Curriculum Team continued up-skilling teachers in interpreting and understanding student data to direct future teaching and learning in literacy and numeracy thereby improving outcomes for all students
- The school adopted high yield strategies to improve student outcomes by implementing research based strategies in accordance with the practices contained in Fullan & Sturges' *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
- Communication with our community continued via the school's website, Facebook page, informative class and school newsletters and family workshop opportunities.
- Partnerships with families and community groups continued to support the school's improved attendance outcomes

These strategies resulted in the following successes:

- Continued improvement each term in Reading outcomes as evidenced by student PM and PROBE benchmarking
- Student achievements in English and Maths showed steady gain throughout the year
- Developing focus on the individual learning needs of all students as identified through the Short Term Data Cycle conversations with all teachers
- Improved overall attendance
- Continued improvement in satisfaction levels shown through the School Opinion Survey results from Parents, Students and Staff
- Year 5 NAPLAN indicated improvement in Reading, Spelling and Grammar/Punctuation to a comparative standard to the National level

Future outlook

In 2016, Barkly Highway State School is focused on a very explicit improvement agenda as outlined in the 2015 – 2018 School Plan. With reference to the National School Improvement Tool, Barkly Highway State School will continue to specifically develop the following domains in order to effect improvement in student learning.

- Systematic curriculum delivery
- Effective Pedagogies
- Explicit Teaching

Specific improvement is being targeted in the areas of

- Reading
- % of students achieving a 'C or better' in English
- Attendance
- Indigenous/Non-Indigenous gap in attendance and learning

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	545	255	290	122	90%
2014	483	227	256	106	90%
2015	432	210	222	91	93%

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:

Barkly Highway State School is a medium sized primary school located on the northern side of Mount Isa. Our students currently number around 430 with approximately 51% boys and 49% 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 English as Another Language or Dialect (EALD) background. In 2015, 21 students attended our Early Childhood Development Program (ECDP) – the only such educational facility for children aged 0 to 5 with a diagnosis of a disability in Mount Isa .

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		
	2013	2014	2015
Prep – Year 3	22	21	22
Year 4 – Year 7 Primary	26	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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	25	34	12
Long Suspensions - 6 to 20 days	3	2	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	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 approach to curriculum delivery

Barkly Highway State School focuses on English and Mathematics as well as literacy, numeracy and technology across all learning areas. The school curriculum incorporates the Australian Curriculum for English, Mathematics, Science, History and Geography; and the Essential Learnings for the remaining 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 Program (ECDP) classes for children aged 0 to 5 with special needs
- 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, Writing Pedagogy and Mathematics Pedagogy across the whole school to develop consistency of teaching practices
- Languages Other Than English (Japanese) for students in Years 5 & 6
- 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 with computers being accessible in each classroom
- Participation in District and Regional sporting competitions
- Human resource support
 - Classroom Assistants (teacher aides)
 - School Chaplain (2 days each week)
 - Lead Literacy Teacher
 - Head of Special Education Services
 - Support Teacher: Literacy and Numeracy
 - Head of Curriculum focussing on alignment of learning with the Australian Curriculum

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, Spelling and Science
- Senior and Junior Choir
- Inter-house Athletics
- Interschool/Inter-house Sport
- AFL Auskick program
- Year 6 Gifted & Talented Program at Spinifex College
- Year 6 School Camp to Tallebudgera
- Year 5 School Camp to Winton and Longreach
- Leadership Opportunities (Student Council)

- Excursions to local expos (e.g. Mount Isa Mining Expo, travelling Arts performances)
- Breakfast Club for children, commenced in May 2008, and continues 2 days each week from 7:45am -8.15am
- Whole-of-school celebration for NAIDOC week held in July
- Interschool sport programs across Mount Isa (Year 5 and 6 students)
- Instrumental music lessons including, woodwind, brass, percussion and strings
- Religious Instruction (Year 1-6 students)
- Swimming including - learn to swim (Prep – Year 3 students)
- Participation in the Queensland Music Festival community production
- Choir participation in Mount Isa Eisteddfod

How Information and Communication Technologies are used to improve learning

The school has over 48 computers spread around classrooms and a pod of over 15 desktop and 30 laptop computers located in the library for access by class groups.

Our school's Information communication Technology (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 learning areas. Students use online content and services to support their learning. Other multimedia resources such as digital cameras, iPads 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 2015 School Opinion Survey for parents show that over 97% of parents and students surveyed were satisfied that Barkly Highway was a 'good 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 staff are friendly, approachable and hold high expectations for their students. 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. In the event that a problem may arise, family/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 and vision. In response to community needs, after school care operated by the Police Citizen's Youth Club (PCYC) has continued during 2015.

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)	90%	97%	97%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school (S2001)	97%	100%	94%
their child feels safe at this school (S2002)	100%	100%	97%
their child's learning needs are being met at this school (S2003)	93%	97%	86%
their child is making good progress at this school (S2004)	93%	97%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	95%	86%
teachers at this school motivate their child to learn (S2007)	90%	97%	91%
teachers at this school treat students fairly (S2008)	100%	89%	97%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	91%
this school works with them to support their child's learning (S2010)	100%	97%	91%
this school takes parents' opinions seriously (S2011)	86%	97%	88%
student behaviour is well managed at this school (S2012)	93%	86%	86%
this school looks for ways to improve (S2013)	100%	97%	91%
this school is well maintained (S2014)	97%	97%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	97%	96%
they like being at their school (S2036)	89%	97%	92%
they feel safe at their school (S2037)	89%	92%	89%
their teachers motivate them to learn (S2038)	94%	94%	96%
their teachers expect them to do their best (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	89%	96%	92%
teachers treat students fairly at their school (S2041)	82%	88%	89%
they can talk to their teachers about their concerns (S2042)	85%	82%	87%
their school takes students' opinions seriously (S2043)	88%	90%	88%
student behaviour is well managed at their school (S2044)	83%	80%	81%
their school looks for ways to improve (S2045)	98%	96%	94%
their school is well maintained (S2046)	88%	95%	96%
their school gives them opportunities to do interesting things (S2047)	91%	91%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	92%	100%
they feel that their school is a safe place in which to work (S2070)	94%	92%	100%
they receive useful feedback about their work at their school (S2071)	72%	77%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	88%	92%
students are encouraged to do their best at their school (S2072)	93%	92%	100%
students are treated fairly at their school (S2073)	87%	85%	100%
student behaviour is well managed at their school (S2074)	85%	77%	98%
staff are well supported at their school (S2075)	74%	65%	98%
their school takes staff opinions seriously (S2076)	81%	73%	98%
their school looks for ways to improve (S2077)	91%	88%	98%
their school is well maintained (S2078)	87%	88%	98%
their school gives them opportunities to do interesting things (S2079)	87%	81%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents are 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 volunteers 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 and/or classrooms
- Working in the school tuckshop
- 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. Our school is continually seeking ways to reuse and reduce waste across all aspects of energy and resources usage. A general awareness of the need to reduce electricity usage is promoted as is the favouring of bore water rather than 'town' water.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	215,746	2,089
2013-2014	264,318	332
2014-2015	246,450	1

*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.

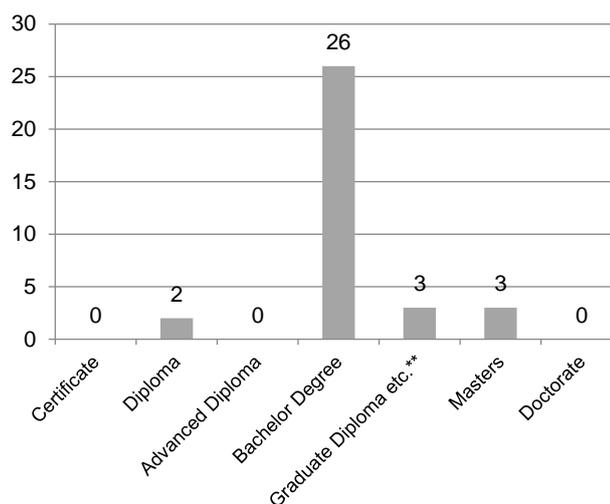
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	23	<5
Full-time equivalents	32	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.**	3
Masters	3
Doctorate	0
Total	34



*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 \$52 790.78.

The major professional development initiatives were as follows:

- Beginning & Establishing Teachers Conference
- State Principals' Conference
- Teacher pedagogy and understanding of The Australian Curriculum and C2C
- Professional Standards for Teachers
- The explicit teaching of reading and writing – '7 Steps to Writing Success' and 'Words Their Way'
- Explicit Instruction Workshop
- Judy Petch Workshops: AITSL and Classroom Observation
- Indigenous Education Agendas including Crossing Cultures and Hidden Histories
- Aspiring Leaders Conference – to develop staff capacity building
- QSIL Phase 2: data informed pedagogical practices
- First Aid Training
- Moderation at interschool level

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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

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%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	88%

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

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

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

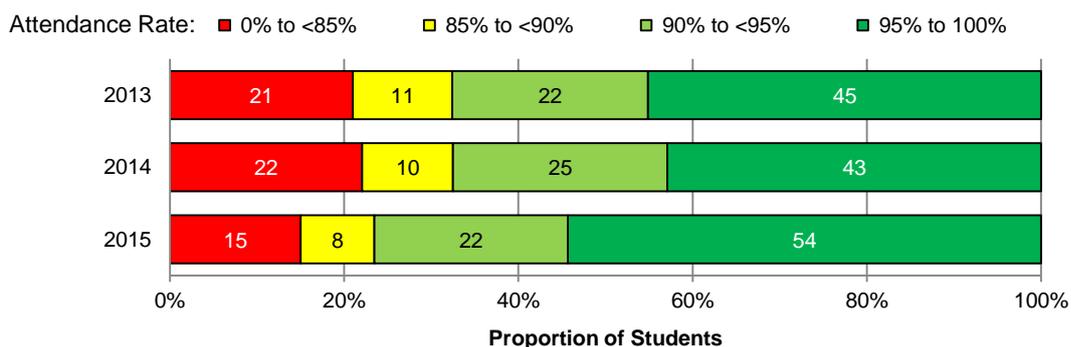
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	91%	93%	92%	90%	90%	90%	91%					
2014	90%	91%	92%	92%	93%	91%	89%	92%					
2015	91%	91%	94%	94%	94%	96%	92%						

*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.

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 are awarded certificates and acknowledged 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 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

School name

Suburb, town or postcode

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.