



Biggenden State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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School overview

Biggenden State School is a P to 10 campus where personal development and academic achievement are a priority. The Biggenden community acknowledges and celebrates student achievement. Our school curriculum is strongly linked to local industry, the environment and the activities of community organisations. Students are challenged by a variety of opportunities to engage with and be valued by the local community. Staff have high expectations of all students and offer excellence in teaching, with a focus on thinking skills, literacy and numeracy in an innovative, cohesive and disciplined environment. The Principal, the staff, the parents and the community wish to provide an environment which will be educational and thought provoking for children of all ages. Through many varied experiences the children should be challenged to further their knowledge of their immediate community and the far off world. Students and teachers work together in extracurricular programs, outdoor education activities and career transition programs with strong community links. Teacher and student rapport is essential for optimum learning and the provision of activities which promote respectful relationships and personal developments are a high priority. All students will come to appreciate the importance and necessity of the life skills of co-operation, participation, thoughtfulness and common sense. The children will look towards being: Big On – Heart, Learning, Respect and Responsibility.

School progress towards its goals in 2018

Improvement Goal
Positive Behaviour for Learning

Key Strategy
Consult and collaborate with staff to develop lessons that align with Biggenden SS behaviour matrix
Explicit teaching of behaviour expectations at weekly assemblies and in classrooms
All staff adopt the acknowledgement system to recognise and encourage positive behaviour
Review and adopt Positive Behaviour Plan for students

Improving Literacy
Every student becoming confident and literate for learning and to participate in society

Review and develop Biggenden SS reading program based on rigorous evidence based research.
Review and develop an assessment schedule aligned to the Reading Program
Support analysis of data to inform teaching and learning
Promote collaboration and sharing of best practice

Community Engagement

Develop and implement Community Engagement Framework in consultation with staff, community and students

Future outlook

2018 PERFORMANCE MEASURES AS WHOLE-SCHOOL IMPROVEMENT TARGETS FOR 2019

- Improve all students reading age by 1 year or more: 100% of students make a year's growth for a year's input, tracked through running records
- Improve 42% of students from Prep – Year 10 achieving C or above in 2018 to 55% in 2019
- Improve National Minimum Standard in Reading for 2018 for Year 3 from 100% to 100% in 2019
- Improve National Minimum Standard in Reading for 2018 for Year 5 from 85.7% to 95% in 2019
- Improve National Minimum Standard in Reading for 2018 for Year 7 from 100% to 100% in 2019
- Improve National Minimum Standard in Reading for 2018 for Year 9 from 83.3% to 95% in 2019

3 Month Outcomes

- Data-driven Whole School Reading targets, data collected through excel.

- Individual goals for reading.
- Data and goals are communicated to families and inform teaching, learning and intervention.

EVIDENCE OF IMPACT (Express in behavioural terms)

- Students are supported through ability Reading groups.
- Teachers in PLC can articulate the Biggenden Reading Plan to demonstrate what needs to be taught, when and how.
- Leadership team members can articulate how they facilitated and supported collaborative practice to develop and implement a Whole school approach to the Teaching of Reading.

ARTEFACTS

- Development of Biggenden Reading Plan.
- Running records tracked.
- Develop reading goals for all students.
- Teacher Planning for the Explicit Instruction of Reading.

6 Month Outcomes

- Staff meet regularly to triangulate Reading data.
- All staff's APDP's reflect reading as a priority with an identified goal for developing their capability in the teaching of reading.
- Students are able to articulate their reading goals across all KLA's.
- All parents are aware of Biggenden Reading Plan and in particular students reading goals.

EVIDENCE OF IMPACT (Express in behavioural terms)

- Students can demonstrate how they can use their reading strategies when it happens every day and across a variety of subjects
- All Teachers can articulate the Biggenden Reading Plan to demonstrate what needs to be taught, when and how.
- Leadership team members can articulate how they regularly monitor and provide feedback for how reading is explicitly taught.

ARTEFACTS

- Implementation of Reading Plan and communicated with community.
- APDP's Plans reflect Reading focus aligned to individual teacher goals.

9 Month Outcomes

- Teacher can demonstrate how data has informed their teaching in meeting respective reading goals.
- Teachers can demonstrate Explicit Instruction strategies in teaching reading and have opportunity to share strategies through PLC.

EVIDENCE OF IMPACT (Express in behavioural terms)

- Students can articulate what their reading data and reading goals are.
- Teachers can articulate school targets and timelines and demonstrate through their planning that they are actively pursuing to ensure 100% are on track to achieve 12 months of growth.
- Leadership team members can support staff through professional learning and coaching conversations to deepen knowledge and data literacy skills and explicit instruction for reading

ARTEFACTS

- School Data Reports, NAPLAN Reading, Benchmark Testing Data.

12 Month Outcomes

- Achievement and progress towards the 2019 Action Plan

EVIDENCE OF IMPACT (Express in behavioural terms)

- Students can articulate how reading is taught at Biggenden State School- 5Q's- evidence of creating assessment literate learners.
- Teachers can demonstrate in-depth understanding of Biggenden Reading Plan and can articulate high impact strategies.
- Leadership team members can facilitate the teacher to be able to identify the reading demands across all learning areas.

ARTEFACTS

- Data Walls, Data Report, Student Achievement.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	128	143	111
Girls	67	69	47
Boys	61	74	64
Indigenous	22	26	20
Enrolment continuity (Feb. – Nov.)	94%	87%	92%

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

Biggenden State School has proudly served its community since 1892. Biggenden State School educates learners from Preparatory through to Year Ten with a continuous, supportive and flexible education program to meet the needs of all students in the Biggenden community. Student enrolment numbers have increased in 2017.

Biggenden State School is characterised by a diverse socio-economic background.

Individual engagement in learning and community cohesion are promoted through cross-curricular focus areas such as Stephanie Alexander Kitchen Garden Program, innovation and applied technology and the arts at work.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	12	9	9
Year 4 – Year 6	13	9	11
Year 7 – Year 10	10	12	10
Year 11 – Year 12			

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

Our Approach to Curriculum Delivery

- Subjects taught and assessed aligned to the Australian Curriculum
- Chinese (Mandarin) LOTE

- ASDAN

Co-curricular Activities

- Chaplaincy Program
- Stephanie Alexander Cooking and Gardening Program
- Student Leadership Program
- ANZAC commemoration
- Sports day, local, district, regional, state
- Junior Red Cross
- Lunch time groups (robotics, art, board games, computer games)

How Information and Communication Technologies are used to Assist Learning

Computers have been used to support curriculum implementation and student engagement and enrichment using online learning objects across the curriculum in both Primary and Secondary classes. Online video and animation assists students understanding of more abstract concepts. Students in Year 8 to 10 have access to their own laptops if parents wish to participate in the Laptop Program. Biggenden State School has a computer lab and pods of computers can be found in the Prep to Year 6 classes. Ipads have been purchased and are extensively used in the Prep to Year 6 classrooms.

Social climate

Overview

The school has a proactive approach to behaviour management and seeks to increase student engagement through personal development programs such as, Pastoral Care; Play is the Way and Positive Behaviour for Learning.

Our school uses a range of strategies to respond to bullying in our school including the proactive teaching of lessons by all teachers in all classrooms to a school-wide schedule of instruction. Incidences of bullying are dealt with according to our "Responsible Behaviour Plan for Students". The anti-bullying message is promoted through events such as National Anti-Bullying day.

The Positive Behaviour for Learning team meet monthly to develop processes and procedures and analyses data on behavior incidents in order to develop and implement strategies.

The student support network includes a range of part time services including Guidance Officer, School Chaplain, School Nurse and a variety of Community Health Support Personnel.

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)	100%	87%	83%
• this is a good school (S2035)	100%	74%	67%
• their child likes being at this school* (S2001)	100%	83%	83%
• their child feels safe at this school* (S2002)	100%	91%	83%
• their child's learning needs are being met at this school* (S2003)	100%	83%	83%
• their child is making good progress at this school* (S2004)	100%	87%	83%
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	83%
• teachers at this school motivate their child to learn* (S2007)	100%	77%	83%
• teachers at this school treat students fairly* (S2008)	100%	68%	83%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	100%
• this school works with them to support their child's learning* (S2010)	100%	83%	83%
• this school takes parents' opinions seriously* (S2011)	100%	64%	83%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	100%	65%	50%
• this school looks for ways to improve* (S2013)	100%	71%	67%
• this school is well maintained* (S2014)	100%	96%	100%

* 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)	97%	95%	91%
• they like being at their school* (S2036)	99%	93%	81%
• they feel safe at their school* (S2037)	100%	95%	85%
• their teachers motivate them to learn* (S2038)	100%	100%	89%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	88%
• teachers treat students fairly at their school* (S2041)	98%	95%	73%
• they can talk to their teachers about their concerns* (S2042)	94%	83%	72%
• their school takes students' opinions seriously* (S2043)	97%	86%	72%
• student behaviour is well managed at their school* (S2044)	97%	88%	52%
• their school looks for ways to improve* (S2045)	100%	98%	80%
• their school is well maintained* (S2046)	100%	100%	79%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	86%

* 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)	100%	81%	95%
• they feel that their school is a safe place in which to work (S2070)	95%	81%	100%
• they receive useful feedback about their work at their school (S2071)	75%	67%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	86%	82%
• students are encouraged to do their best at their school (S2072)	90%	88%	95%
• students are treated fairly at their school (S2073)	85%	74%	90%
• student behaviour is well managed at their school (S2074)	79%	74%	86%
• staff are well supported at their school (S2075)	75%	59%	82%
• their school takes staff opinions seriously (S2076)	75%	64%	75%
• their school looks for ways to improve (S2077)	80%	77%	95%
• their school is well maintained (S2078)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	80%	78%	85%

* 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

Parent and community engagement

Parents assist with classroom support from Prep to Year 6 and often assist with class excursions, the celebrations of special days and also act as special guests to share particular areas of expertise or their special roles within the local community. Stephanie Alexander Project also involves parent and community members in the cooking and gardening programs. Negotiations of support programs including learning goals requires a high level of involvement from parents and care givers. A parent support program continues to be held in conjunction with Community Health to skill parents in a variety of aspects.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Support is available on a daily basis with access being available to the School Chaplain, Guidance Officer, School Nurse and other outside support agencies. Pastoral Care lessons assist in enabling students to remain safe and aware. They are given strategies to recognize, react and report when they or others are unsafe.

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	5	15	53
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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 the school's environmental footprint

The Stephanie Alexander Garden Project incorporates not only the growing of a range of plants and trees but we also use food waste for feeding chickens and our worm farms. Students collect this waste each lunch period. Focus on reducing electrical usage, waste management and water usage need to be targeted and student and staff educated.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,912	26,336	76,630
Water (kL)			

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.

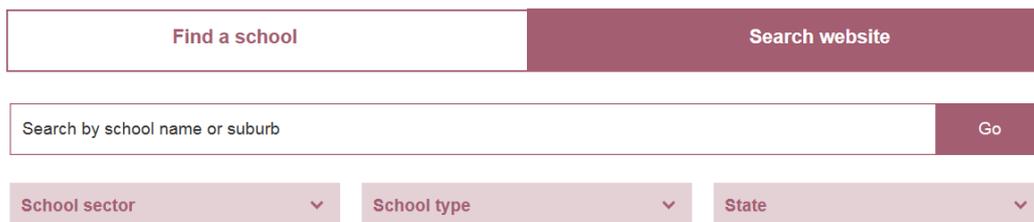
School funding

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](http://www.myschool.edu.au/) 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.



Find a school Search website

Search by school name or suburb 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 '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	16	15	<5
Full-time equivalents	13	10	<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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	8
Diploma	6
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 \$10 000

The major professional development initiatives are as follows:

- Reading Improvement: Aligned with our Explicit Improvement Agenda
- PBL: Aligned with our Explicit Improvement Agenda
 - Play is the Way
 - ASDAN
 - ASDAN Face to Face training (no cost)
 - Open College – Ag Teacher training course
 - Meridan State School - Teacher reading concepts and processes
 - HPE Conference
 - English Teachers (Secondary) moderation and discussions
 - Principal PD Forums
 - Immediate First Aid and CPR training

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%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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	94%	93%	92%
Attendance rate for Indigenous** students at this school	96%	93%	87%

* 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	92%	95%	91%
Year 1	92%	93%	95%
Year 2	94%	90%	93%
Year 3	94%	95%	83%
Year 4	96%	95%	91%
Year 5	95%	93%	94%
Year 6	94%	95%	93%

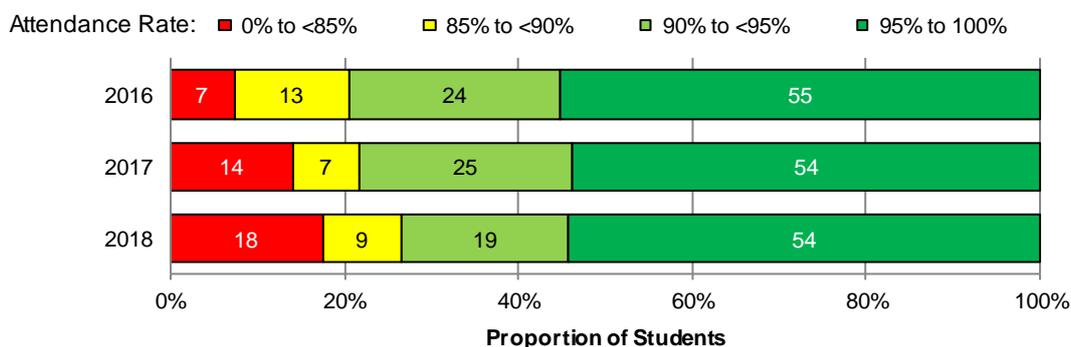
Year level	2016	2017	2018
Year 7	94%	92%	97%
Year 8	96%	91%	90%
Year 9	94%	94%	87%
Year 10	93%	94%	91%
Year 11			
Year 12			

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 non-attendance is managed by the school

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. Rolls are marked each morning and afternoon by class teachers. Teachers notify office if a student is absent. The parent is then contacted by phone to ascertain the reason for a student absence. The Principal in a case management process handles students with an ongoing pattern of absences. Continual information on the importance of school attendance is given on parade and in the newsletter. Positive Behaviour for Learning team also analyses data on attendance and encourages positive rewards for student attendance.

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.

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.

Post-school destination information

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

The destinations of young people who left the school in Years 10 and prior to completing Year 12 are described below.

In 2018 all students in Year 10 completed their education at Biggenden State School. These students have all enrolled in Year 11 at other schools or have taken up employment.

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.