



Bribie Island State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Bribie Island State School has been providing a quality education to children on Bribie Island since 1924. Within a stone's throw of the beautiful Pumicestone Passage Bribie Island State School is a true gem of Education sites in Queensland.

The school provides the individual care and attention required for children to achieve. The School Motto of: COURAGE, GROWTH and ACHIEVEMENT aims to foster a culture framed by individual resilience. Presently the school is heavily involved in an Enrichment focus with the maxim "An ENRICHED Education for ALL". This is highlighted in 2016 with over 39 varied curricula and extra curricula activities on offer across the school. This ranges from Science Club, Maths Competitions and Robotics through to student leadership programs, drama, dance and cheer leading. The capacity of the school to offer such diverse and inclusive offerings comes from the passion and commitment of the staff. Staff at Bribie Island State School go 'above and beyond' to ensure all students are provided an opportunity to enrich their education that meets their particular need.

In 2016 Bribie Island State School has demonstrated improvement across all data areas. This includes NAPLAN, School Opinion Survey, Enrolment, Attendance and in terms of Community Engagement, on the sport field and through cultural achievements.

At Bribie Island State School you will witness: a sea of volunteers flowing through the school; a school guided by clear values; relevant, challenging and purposeful teaching based on Marzano's Art of Science and Teaching pedagogical framework; focused delivery of the Australian curriculum using Queensland's Curriculum Into the Classroom units (C2C); regular staff professional development; a focus on School-Wide Behaviour initiatives founded on respect, rights, responsibility, care and consideration; ongoing celebrations of achievement, excellence, effort, personal bests and improvement; staff, children, parents and our local community working together; and a beautifully presented and well-equipped school with the latest in ICT, practical functional classrooms including Interactive Whiteboards in all learning areas, large grounds and sports fields, an excellent multipurpose hall and a unique Arts/Technology centre.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Each year the school develops an Annual Implementation Plan. Progress in Key Priorities for 2016 included:

- **Australian Curriculum** - Continued the structured implementation of the Australian Curriculum
- **Curriculum into the Classroom (C2C)** – Embedded Queensland's curriculum documents via a process of 'front-ending' assessment and ensuring alignment with the school and student contexts
- **The Art and Science of Teaching** - Further progressed the implementation of the whole school pedagogical framework and *Pearson's Gradual Release* instructional model. Particular focus has been on building an observation / feedback and coaching culture
- **Explicit Use of Data** - Continued use of data to inform teaching practice
- **Productive partnerships** - Maintained extensive, mutually beneficial relationships and worked collaboratively with students, staff, parents, and the community. P&C named Regional P&C of the Year
- **Positive Behaviour for Learning** – Building on previously received outstanding feedback from the Discipline Audit regarding student behaviour management the school received 100% score in the SET survey and is moving towards Tier 2 recognition
- **Closed the Gap** - Focused clearly on improving attendance and outcomes for indigenous students
- **Literacy and Numeracy** – Re-invigorated reading/phonics/spelling/vocabulary, implemented a balanced reading program and embedded Sheena Cameron's comprehension and writing strategies, sequencing expectations for maths and focussed on differentiation
- **Instructional Leadership** – Developed broader instructional leadership capacity across the school, via a distributive leadership model. Recognised as a state finalist Show case for Principal of the Year
- **Gifted and Talented / Upper Two Bands** – Embedded G&T (Enrichment) programs through the school and via specific projects

Future Outlook

Collegial Engagement, Data, and Feedback

- Analyze Student Data
 - Engage in [regular teaching and learning discussions](#) to analyse student data to inform improvement, guide teaching practices, and prompt early intervention.
 - Further develop teacher expertise in [data collection and analysis](#) to inform effective teaching and learning.
 - Deliver a [feedback](#) culture for all learners and staff based on a [Growth Mindset](#) through coaching & mentoring.
 - Ensure a range and [balance of assessment](#) tools are being used (diagnostic, formative and summative) to support quality teaching and reporting.
- Provide explicit [timelines, monitoring and feedback](#) from the leadership team to monitor curriculum, pedagogy and differentiation planning.
- Provide explicit support which continues to reduce the [gap between indigenous and non-indigenous](#) students' achievement and attainment.
- Refine [planning processes](#) (and Professional Learning Communities - [PLC](#)) to ensure moderation and delivery of balanced [A-E academic reporting](#).
- Unclutter & [sharpen the focus](#) on the guaranteed and viable curriculum – [the essentials](#).
- Embed schoolwide structures & processes through [collegial engagement](#) which develops a [culture of challenge and support](#).

Focus Area - Reading

- Develop and embed a school based [oral language program](#) – Sheena Cameron.
- Continue '[Right Into Reading](#)' program.
- Continue to embed a [balanced reading program](#) – Sheena Cameron.
- Further embed a shared understanding and pedagogical practice of the [5 reading procedures](#) i.e.
 1. Reading-aloud to Students;
 2. Modelled Reading;
 3. Shared Reading;
 4. [Guided Reading](#);
 5. Independent Reading.

Focus Area - Writing

- Continue to embed a [balanced writing program](#) including: a shared understanding and pedagogical practice of the 4 writing procedures i.e.
 1. Modelled Writing;
 2. Shared Writing;
 3. Guided Writing;
 4. Independent Writing – Sheena Cameron.
- Build teacher capacity to recognize and remediate key [misconceptions in writing](#) that align to content and NAPLAN expectations.
- Continue '[Right Into Writing](#)' program.

Focus Area - Upper 2 Bands

- Ensure a variety of processes (including [Enrichment](#) program) are in place to maximize the number of students in the U2B.
- Implement strategies and programs to cater for the [ability levels and optimal learning](#) for students (differentiated teaching, on-line Upper 2 Band Project, ICAS testing, Right Into Reading, Right Into Writing, Robotics, Coding, Science Extension ...).
- Provide [challenging learning experiences](#) that further develop reading and writing expertise.
- Embed [differentiation strategies](#) (included in planning) across all year levels using diagnostic assessment processes and ACARA recommendation.
- [Support Solid Pathways](#) – Indigenous extension program for targeted students.

Leadership Team Focus Areas

1. Embed the ASoT pedagogical framework, and other schoolwide teaching & learning processes, through [collegial engagement](#) which develops a [culture of challenge and support](#).
2. Demonstrate [instructional leadership](#) through modelling, coaching and mentoring to [build staff capacity](#).
3. Unclutter & [sharpen the focus](#) on the guaranteed and viable curriculum – [the essentials](#).
4. Use [data](#) and contemporary research as sources of evidence to inform strategic planning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	681	340	341	63	89%
2015*	665	338	327	67	91%
2016	658	326	332	80	92%

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 2016, 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/early-childhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Bribie Island State School has a high transiency rate meaning there is impact upon the school and the continuity of the educational program, school structures, student outcomes and systemic test results. As a result, a number of students have only been in the school for a relatively short period of time and have not had the benefit of a continuous Bribie Island State School education.

According to the federal government My School website Bribie Island State School socio-economic indicator falls at the 18th percentile. This reflects the low socio-economic nature, diverse employment demographic and complicated environment of the school. Nearly 35% of students come from single or separated parent background. Indigenous population of the school is approximately 14%. Approximately 5% of students identify as EAL/D.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	23	24
Year 4 – Year 7	25	26	25
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our teachers work closely with our Head of Curriculum, Master Teacher and Support Teacher Literacy and Numeracy to regularly review planning and learning contexts to ensure strong links between curriculum intent, learning activities and assessment. Moderation in school and across schools is used as a reflective tool. There is explicit planning based on front-ending assessment. Task sheets, guides to making judgement and criteria sheets are developed and implemented. After initial planning teachers cooperatively align the unit contexts for implementation. Staff also work closely with our Master Teacher to implement effective instructional programs, based on data and within our Pedagogical Framework. An instructional process involves teachers in an observation and feedback loop. There has also been a clear focus on teacher mentoring and coaching and key deliverables in student goal setting and feedback.

Clear demand exists around differentiation and explicit planning for students to meet their individual educational needs. This work continues and includes a phonological awareness focus combined with our metalinguistic program and the early screening of students. As well there is substantial effort in ensuring there are clear benchmarks and strategies to support students' reading throughout the school.

Indonesian is taught in years 5 and 6, including Speaking Competitions. Music and Physical Education lessons are taught from Prep through to Year 6. Our students also have the opportunities to participate in extension programs including: Instrumental Music, Debating, Cheerleading, Early Act, Inter-school Sport, Student Leadership, Public Speaking, and Choir.

Co-curricular Activities

Since 2013 the school's cheerleading squad has been successful in winning numerous awards at the state cheerleading competition, being named grand champions in 2014.

All classes participate in excursions and trips that relate directly to the learning context being covered. These are always advertised well in advance to ensure that parents have plenty of time to budget for expenses.

Students from Years 5 and 6 participate in interschool sport within our district. Choices included: AFL, touch football, soccer, rugby league, basketball, softball and netball.

Throughout the year students that are identified as having particular talents are invited to participate in extension activities. Examples of these include: Under 8's Day, Arts day, ICT days, Robotics, Maths Tournament, Cheer, Enrichment Days, Drumbeat, Debating, Writing competitions, Public Speaking and many more. Our students also have the opportunities to participate in extension programs including: Instrumental Music, Early Act, Student Leadership and Choir.

How Information and Communication Technologies are used to Assist Learning

Computers are an integral part of Bribie Island State School's innovative educational program that caters to the interests and needs of students in the modern world. Bribie Island State School has three modern computer labs, each having class sets of networked desktop computers, linked to data projectors. All students have access to the lab every week. Currently all classrooms are linked to the school network and are equipped with computers to achieve a school-wide ratio of one computer to every five students. Interactive whiteboards are used in all classes. Digital learning tools are supported with each classroom with Interactive Whiteboard. Students engage in online digital learning elements as integral to the new C2C.

Work on coding has commenced and supports the schools' earlier work in robotics.

Social Climate

Overview

At Bribie Island State School a significant emphasis is placed on providing a learning environment where all students feel safe and supported. Bribie Island State School strives to keep a “family feel” by maintaining strong commitment to shared ownership of our students’ outcomes across our school.

During 2016 highlights of our community involvement included: Tidy Turtle – Environmental program, PBL program; social skills program; ANZAC Day, Volunteer’s High Tea and Luncheon, Soar Into Bribie, Under 8’s Day and inviting our local Kindergartens and childcare agencies to participate in the many events and festivities.

The school maintains a strong and extensive link with the community, with over 100 trained and registered volunteers supporting the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	97%
this is a good school (S2035)	95%	96%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	98%	100%	100%
their child’s learning needs are being met at this school* (S2003)	90%	96%	93%
their child is making good progress at this school* (S2004)	88%	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	93%
teachers at this school motivate their child to learn* (S2007)	90%	100%	93%
teachers at this school treat students fairly* (S2008)	93%	96%	97%
they can talk to their child’s teachers about their concerns* (S2009)	88%	100%	93%
this school works with them to support their child’s learning* (S2010)	98%	92%	93%
this school takes parents’ opinions seriously* (S2011)	90%	96%	90%
student behaviour is well managed at this school* (S2012)	93%	96%	97%
this school looks for ways to improve* (S2013)	100%	96%	93%
this school is well maintained* (S2014)	88%	96%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	85%	98%	98%
they like being at their school* (S2036)	92%	98%	97%
they feel safe at their school* (S2037)	90%	98%	95%
their teachers motivate them to learn* (S2038)	96%	96%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	96%
teachers treat students fairly at their school* (S2041)	81%	98%	94%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	90%	95%	90%
their school takes students' opinions seriously* (S2043)	84%	93%	93%
student behaviour is well managed at their school* (S2044)	79%	88%	92%
their school looks for ways to improve* (S2045)	94%	98%	98%
their school is well maintained* (S2046)	94%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	100%
they feel that their school is a safe place in which to work (S2070)	98%	97%	100%
they receive useful feedback about their work at their school (S2071)	84%	90%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	91%	97%	100%
staff are well supported at their school (S2075)	93%	95%	100%
their school takes staff opinions seriously (S2076)	91%	95%	96%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	95%	100%	91%
their school gives them opportunities to do interesting things (S2079)	88%	100%	98%

* 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

High levels of parental involvement are encouraged and welcomed within all areas of our school. All volunteers complete a thorough induction and training program to be able to support teachers in their work with students.

The Bribie Island State School Parents & Citizens Association meets monthly with meetings on a Wednesday alternating each month from morning to night. The success of this group is evidenced in the team being named the Regional P&C of the Year and being a state finalist for P&C of the Year in 2015.

A playgroup for families with young children continues to operate once a week. This strengthens ties with pre-preschool families and serves to welcome more families to our school. This is supported by the Caboolture Early Years Centre.

Bribie Island State School also supports a school Chaplain who offers welfare support to students and families.

Informing our community occurs via our fortnightly school newsletter (now sent out digitally by email), our school webpage which is updated weekly and in the use of social media including its Web Page and QSchools Smartphone app, Facebook and Twitter. A school marketing coordinator ensures Bribie Island State School successes are portrayed in local media with frequent articles in local newspapers.

Regular events are open to parent involvement and participation. These include: Under 8's Day, Book Week, Book Character Day, Parent/Teacher Feedback meetings (twice annually), parent/teacher meet and greet BBQ, Enrichment Days (quarterly), Spirit of Bribie Awards Day (twice annually), Assemblies (Fortnightly), Graduation Event, Pre-prep transition (Soar into Bribie ten week program), Senior Transition (Year 6) and School Sporting events (Swimming and Athletics).

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is delivered as part of the Health & Physical Education curriculum and also through our Positive Behaviour for Learning program.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	173	82	65
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	0	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.

Environmental Footprint

Reducing the school's environmental footprint

The school actively pursues a range of strategies to reduce its electricity and water use. Solar panels are installed in the school and tank water services our amenities buildings. There is an emphasis on turning unused electrical items off.

In 2016 the Environment committee commenced a leadership role in all elements of this area of the school. Present work is focused on recycling, waste management and the community garden.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	143,143	8,751
2014-2015	158,191	7,855
2015-2016	152,611	2,987

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

Sector:

Government

Non-government

Where it states '**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 schools profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	25	<5
Full-time Equivalents	40	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	37
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$125157.

The major professional development initiatives are as follows:

- Phonics
- Reading comprehension
- Writing
- Developing lead teachers and leadership capacity
- ASoT
- Engagement

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	88%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

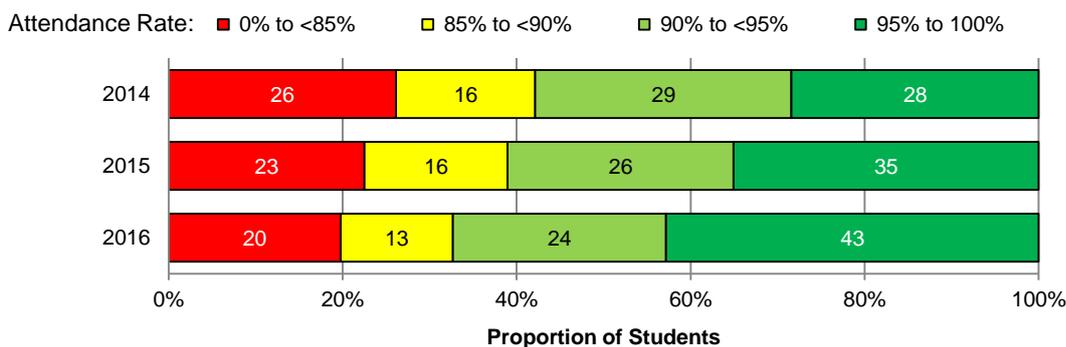
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	90%	89%	88%	89%	88%	87%					
2015	91%	88%	91%	91%	90%	87%	91%						
2016	90%	92%	93%	92%	93%	90%	89%						

*Attendance rates effectively count 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.

Bribie Island State School employs a chaplain and an indigenous liaison officer whose role include following-up and supporting students and families where attendance frequency is a concern. Local community groups work with the chaplain to provide welfare support.

Bribie Island State School continued attendance strategies in 2016 including: fortnightly highest class percentage attendance and greatest improvement in attendance. Also each term all students with over 95% attendance go in a year level draw for a prize each term. There is also a pizza party every five weeks for the class with the greatest percentage attendance.

Class rolls are marked twice daily in OneSchool. Daily SMS notification to parents of unexplained absences began in Term 4.

NAPLAN

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.

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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.

Conclusion