


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Binjour Plateau State School (1397)

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### Principal's foreword

#### Introduction

The Schools Annual Report (SAR) provide parents, community members and the wider community with a snapshot of Binjour Plateau State School, in relation to our community, our staff, and our parents. It will also outline student achievement, both academically and socially. The SAR will be provided to all of our parents each semester as part of our reporting process.

Binjour Plateau State School is a band 5 school, which services children from the Binjour, Gurgeena, Gleneden & Branch Creek communities & is situated between the Mundubbera and Gayndah townships. The school staff has adopted the approach of providing all children with quality educational experiences relevant to the level of development & their individual needs. These educational experiences and opportunities help to provide students with the skills to enable them to embark upon their lifelong learning journey.

#### School progress towards its goals in 2010

Our goals as identified in our schools 2010 AOP have been addressed and strategies have been implemented to achieve these goals and track student progress.

**Improve literacy levels in our school** –a new English program has been implemented. Professional development has been attended by staff with a literacy focus and agenda. New teaching strategies are being utilised and assessed to improve student outcomes.

**Improve numeracy levels across the school**- New numeracy program implemented, utilised daily. All students above National Minimum benchmarks.

**Increase integration of Information Communication Technologies (ICTs)** – Interactive white board used in planning and curriculum delivery, computers used in planning, teaching and student activities, Ipods used daily by students for learning, Virtual classrooms and the learning place utilised in both curriculum delivery, planning and professional development on site.

### Future outlook

The future direction for Binjour Plateau will be developed as part of an ongoing process to create a learning environment that is engaging and a curriculum that is rigorous for all our students. These will be developed in conjunction with staff, parents and the wider community. With a key focus on the following.

- Developing and improving Curriculum Knowledge and teaching practices
- Developing Individual learning plans for all students
- Developing Professional Development plans for all staff
- Developing staff knowledge around ICTs and curriculum delivery
- Purchasing and maintaining new equipment and Resources

## Our school at a glance

### School Profile

Binjour Plateau State School is a small Band 5, co-educational state school that offers primary education to students ranging from Prep to Year 7. Throughout 2010 there was one teaching principal, two teacher aides, one administration officer, and a cleaner. In 2010, we had 16 students from Year 1 to Year 7.

Binjour Plateau State School is a small, closely-knit, community where the children all care for one another and get along well. All of our students come from a rural background. Parents are extremely supportive of the school and value education. The children love their school and enjoy engaging in learning of all kinds.

The school has a long history of family involvement and several generations have attended the school. Staff are approachable and enthusiastic and everyone in the school community endeavours to create a welcoming and supportive environment.

*Year levels offered: P-7*

*Coeducational*

*Total student enrolments for this school:*

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
16	9	7	100%

*Characteristics of the student body:*

*The majority of our students come from farming families in the immediate area. Most parents work in the agricultural industry, including stock and citrus. A majority of our families are long term Binjour families with a high number of students being the 2<sup>nd</sup> and 3<sup>d</sup> generation from their families to attend our school. We currently have no indigenous students or ESL students.*

*Class sizes – Proportion of school classes achieving class size targets in 2010*

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	16	100%	100%	0%	0%
Year 4 – Year 10					
Year 11 – Year 12					
All Classes	16	100%	100%	0%	0%

## Our school at a glance

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

#### *Our distinctive curriculum offerings*

Binjour Plateau State School is operating in all 8 Key Learning Areas and is currently working with the essential learnings.

The Early Years and Middle Years of Schooling Frameworks influence curriculum changes in the school.

Students engage in integrated units of that promote the attributes of a lifelong learner.

Binjour Plateau State school was a trial school for the Primary Connections Science Program

We have Embedded Literacy, Numeracy and Science programs to align with Education Queensland policy ICT expectations being addressed as part of everyday teaching and learning.

#### *Extra curricula activities*

Cultural Camp – Binjour Plateau State School joined students from six other local small schools to engage in a variety of educational, cultural, sporting and social interactions.

Arts Council performances in Mundubbera

Under 8's day in Gayndah – Whole school participation.

Cross country, athletics carnival (Mundubbera)

6,7 Camp with Gayndah schools (State and Catholic)

ICT camp at Boynewood State School

Science nights at Binjour school

Orange Festival activities (Gayndah)

Student gardening program (vegetable gardens for all students)

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

At Binjour Plateau SS a range of technologies including computers are utilised to support the learning of our students. Computers are used for presentation of student learning; interactive learning software is accessed and used as a research tool (internet). Online learning environments such as 'the learning place' and 'Blackboard' is used to enhance the use of ICT's in real-life and life-like situations. Rainforest Maths is used interactively to engage student learning. Students have access to two interactive white boards, media software, 4 flip cameras 4 digital cameras and 10 iPods. Communication Technologies (E-mail, electronic notice board) are utilised in students every day learning experiences. Students utilise the virtual classroom environment to manage tasks and investigations. Students manage their own Digital Portfolio to store work samples and projects throughout the year.

## Our school at a glance

### Social climate

Binjour Plateau State School continues to develop and promote a family like environment in which the children work, learn and play. As part of a school review in 2008 our school Behaviour Management plan (BMP) was revised and a new document was implemented in 2009 with support from staff and parent body. In 2009 our school community introduced a set of school values that are reflected in our BMP. Our School values are Respect, Safety, Acceptance, Caring, Honesty, Learning and Personal Responsibility. During 2009 a visiting school chaplain ran team building programs once a fortnight in order to assist in maintaining a positive environment. Our school has strong parent involvement, with 100% of parents attending end of term celebrations and other school functions.

### Parent, student and teacher satisfaction with the school

In 2009 the school, student and staff opinion survey results indicate a healthy school climate with our school mean exceeding both State Mean and Like School comparisons for the majority of questions relevant to school Climate for parent and student surveys.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	86%
Percentage of staff members satisfied with morale in the school	100%

### Involving parents in their child's education.

Binjour Plateau State School has a very supportive and active Parents and Citizens Association. With their support the school ran a very successful Halloween disco for the district, many raffles and a pie drive with the proceeds used to support our Literacy Program. They also donate additional funds to help purchase other resources within the school, such as laptop computers, new library books and sports equipment. Parents constructed a float outside of school hours for the orange festival as a community activity to promote the school.

Parents are actively encouraged to participate in the education of their child/ren. Many parents were regular volunteers and worked in classrooms with reading activities, group rotations and other activities. They also support students in sporting endeavours, sports carnivals and field trips. Parents meet with staff through parent teacher interviews, End of term celebration evenings, Individual Learning Plan (ILP) meetings, each semester to discuss goals and teaching strategies that affect their child.

*Our school is very proud of the active parent support within our community*

## Our school at a glance

### Reducing the school's environmental footprint

During 2010 our school installed solar panels to reduce the amount of electricity consumed. Our toilets have waterless cisterns to reduce water use.

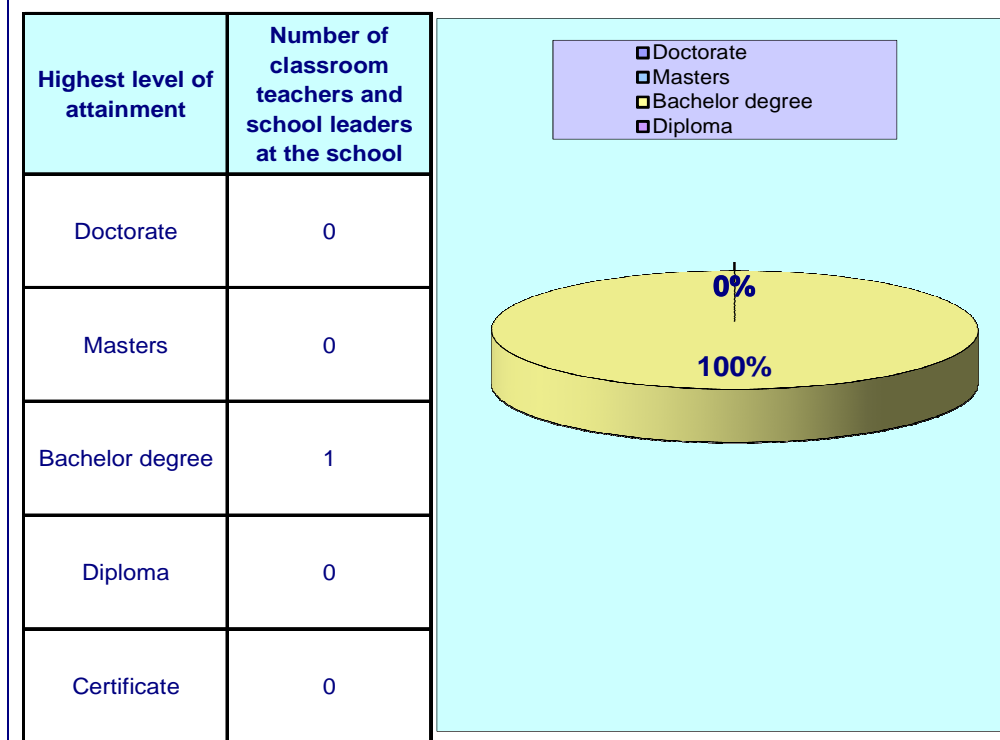
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$3,013	\$3,013	\$0	\$0	\$0	\$0	\$0	16,143	0	0
2009	\$2,169	\$2,169	\$0	\$0	\$0	\$0	\$0	12,472	0	0
% change 2009 - 2010	39%	39%	N/A	N/A	N/A	N/A	N/A	29%	N/A	N/A

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	1	4	<5
Full-time equivalents	1	2	<5

### Qualifications of all teachers.



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$6500

The major professional development initiatives are as follows: Literacy training, E-learning, curriculum development

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 96%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	94%	98%	99%		96%	94%					

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.

Rolls are marked daily, morning and afternoon during set times. Parents communicate with the school through phone messages, e-mail or letters to explain student absences.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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.

All of the students at Binjour Plateau State School are achieving Above the National Minimum Standard.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Performance of our students

### Achievement – Closing the Gap

We currently have no Indigenous students at our school.