Bardon State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	330 Simpsons Road Bardon 4065
Phone	(07) 3511 4555
Fax	(07) 3511 4500
Email	principal@bardonss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Mrs Sharni Tomkins Principal Bardon State School

School overview

Our school was founded in 1948 and has established itself as a high performing school. We pride ourselves on delivering high quality programs that develop the whole child. We are an enthusiastic school community that continually strives for improvement within a supportive environment.

The aim of our school is to ensure that every student is challenged to achieve their potential. In an ever changing world, our students need to develop skills, knowledge, attitudes, values and resilience to succeed on their lifelong learning journey.

Our whole school community is committed to *"Learning and Growing'* and supports this through a rich curriculum, a collaborative and dedicated staff, and a focus on learners and learning beyond the set curriculum. We provide opportunities for all as we strive to develop curious and confident learners.

A positive parent-school partnership is essential in creating the optimum learning environment for your child. Our teachers provide a range of opportunities for you to connect with your child's learning and welcome your engagement in their learning journey. Our P&C is very active in supporting the school so please consider how you might become involved. It's not just that 'many hands make light work', it's that you will become a part of the fabric of our community and your child can only benefit from this commitment.

We are a welcoming school that looks forward to building productive partnership between families and the school community as we watch our children *"Learn and Grow".*

Principal's Foreword

Introduction

During 2018 we continued to implement the Australian Curriculum and dedicate ourselves to improving the quality of our teaching and learning opportunities. We have continued to build on from our Quadrennial School Review in 2016 that established our vision for the future – Bardon 2020 – *Nuturing a community of imaginative thinkers to INSPIRE lifelong learning.* Our professional teaching and non-teaching staff and families worked in partnership to develop this vision and shared it with the wider community. This report chronicles our improvement journey in 2018 and outlines our improvement agenda for 2019. Characteristics of the student body and curriculum delivery, along with the social climate of the school are described, as well as information about our staff and the performance of our students.
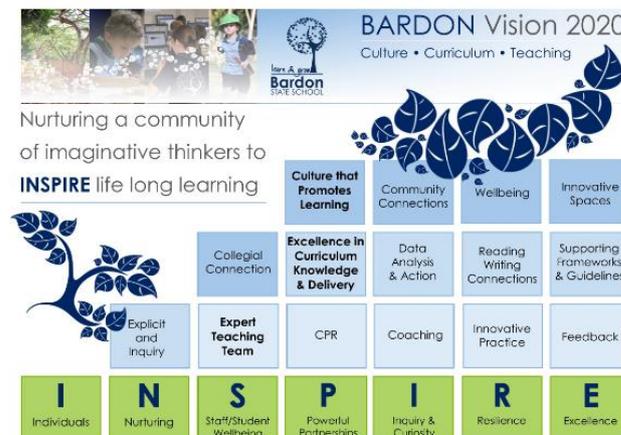
| Key Strategies	Supported at school level by:
Collaborative empowerment	Professional Learning Communities – Collaborative Professional Release (CPR) Teaching and Learning Cycle Active Learning Teams model of Co-Teaching and Inclusion Moderation Mount Coo-tha Cluster Engagement / PALS
Successful Learners	Feedback FOR OF and AS Learning Targeted Assessment for assessing Prior knowledge and attainment Consolidation Whole School Curriculum Plan Students engaged in "Next Step Challenges"
Teaching quality	Coaching and Mentoring programs Planning Processes and Sharing of Practice Professional Development Plans Data Inquiry Cycles - CPR
Principal leadership and performance	Principal PDP Mentoring through Mount Coot-tha cluster and Band 5 – 7 Alliance Coaching for Leadership Team
School performance	Engagement in School Improvement Agenda from all facets of the community Wellbeing Framework Developed Data Review – internal and external data sets / triangulation of data
Regional support	Mount Coot-tha Cluster network Regional Support Staff engagement
Local decision making	Professional Learning Communities Local Consultative Committee Growth of Teams in target areas P&C Association consultation

School progress towards its goals in 2018

Met or exceeded	Substantial progress	Limited progress

Priority Area	2018 Progress	Progress towards Action/Goal
A CULTURE THAT PROMOTES LEARNING • Development of the BSS - WPHS and Wellbeing Team	• New Committee formed with regular meeting, agenda and minute keeping processes in place • Representative of all levels of staff are a part of the committee • Training completed by WPHS officers – WPHS record keeping processes, asbestos training • Clear roles and responsibilities are established. Clear processes and protocols for all aspects of WPHS are established, documented and published on OnePortal	
• Key events and activities align with the framework and promote positive wellbeing	• Student Leadership group involved in establishing a project connected to the community (local /wider) developed through MCC Leaders day and followed through with school leadership team and SRC across the year • Whole School Musical – TREEmendous – written by staff and performed by all students P-6 (94% uptake) to celebrate the schools 70th Anniversary	
• Engage Student, Staff and Community in the review of the BSS – RBP 2018 • Engage Regional Behaviour Team in the review of the Whole School Positive Behaviour Plan	• School based team established • Survey created. To be distributed following receipt of new RBP template from Region • Regional Behaviour Support Team provided whole of staff professional learning in Essential Skills and Classroom Management processes • Links created with external agencies to support high level behaviour support needs • Discussion regarding extension of RBP review approved at P&C to ensure revised template is utilised. Not recevied prior to end 2018	

• Establish a school based team engaged in leading the review – including staff, students and parents		
• Review of established practices in recognising and recording Positive Behaviour	• 6/5 leadership group involved in developing #ChooseKind award processes. • 6/5 group involved in team building days across each term (Term 1 Group Team Building and Communication skills facilitated by Metro Behaviour Team, Term 2 - BSS staff run program, Term 4 Camp) • Q Parent established for access to reporting and enhance other communcation areas	
• Establishment of research based programs that promote positive wellbeing in every classroom – mindfulness, exercise, breathing, resilience, self-care, growth mindset	• A range of program trialled throughout the year levels, GRIT, Growth Mindset, Mindfulness and Meditation • Chaplain trained in Rock and Water and implemented programs to support students, groups of students and whole classes P-6	
An Expert Teaching Team • Develop Professional Learning Communities within and beyond the school	• BSS continues to be a part of the MCC of 11 schools - promoting moderation across schools and year levels, technology resources and leadership supports • CPR continues weekly within each year level with a facilitator. Focus on clear learning goals / assessment focus / teaching sequence / formative assessment processes / sharing of practice and resources / moderation • 3 year Feedback project with UQ initiated - linked with Payne Rd teachers as a group session. 12 staff trained at BSS • Joined the Brisbane Walker Learning Cluster - including staff visits, study tours and sharing of practice within and beyond the school • Hosted and attended Inner-city Early Year's Learning Network • Joined North West District Deputy Principal network - completing professional learning and collaborating on extension maths programs, Leadership Camp for students and MCC cluster programs	
• All staff engaged in continued Professional Learning in the Neuroscience of Learning • Continued engagement of an external professional support – Michelle Loch – Neuroscience of Learning	• Coaching - 2nd of 3 year commitment to Neuroscience of Communication – 3 tiered model in place with 22 staff (teachers, teacher aids, office staff) completing intensive training and triad practice, leadership followup sessions completed each term • Feedback processes/tools embedded in classroom practices and CPR foccussed on sharing of practice and assessing effectiveness	
• Sharing of evidence based practice through the BSS Coaching Model • 3 Tier Model Coaching and Communication Tier 1 - Leadership Team – focus masterful communication and leading teams Tier 2 – Whole of Staff – Neuroscience of Learning and Communication Tier 3 – Targeted group of staff for intensive coaching phase	• Created Quality Standards for Reading • Updated OnePortal as key area for all reference resources • Developed clear processes for OneSchool data management, contact management and dashboard reviews • Developed TRS folders for key data for visiting staff • Developed Transition folders for all classes to assist transfer of key information from year to year • CPR weekly meeting includes formative and summative data sharing weekly – tracking individual and class progress • Completed review of whole school assessment and reporting guideline	
• Staff Familiarisation with Questioning Matrix to focus more on higher order thinking • Links to current teaching practice • Opportunities to change current teaching practice • Links to inquiry unit of work	• Establishment of the Bardon Inquiry Learning Team (BILT) to collaboratively develop a BSS question matrix • Question Matrix provided to all staff for implementation P-6 2019 • Focussed Staff Meeting and Professional Learning Days targeted questioning and linking to 'wonder questions' for unit of work 2018 and to continue 2019	

Excellence in Curriculum, Innovation and Delivery
• Engage staff in professional learning to understand the reading/writing connection (over-arching philosophy)
 	
• Engage staff in professional learning based on First Steps in Writing
     o writing process
     o spelling (to include Words Their Way)
     o grammar
     o punctuation
	• Whole School Curriculum Plan consistently reviewed from P-6 across each term and updated on One Note
	• Quality Standards for the practices of Reading and Writing completed
	• Reading and Writing Team establshed (RAW) supporting the development and implementation of the Quality Standards, creating and presenting professional learning throughout each term, developing support materials for reading and writing, modelling and coaching in classroom
	• Curriculum Coordinator position established .6 to support the implementation of the reading and writing review and redevelopment processes
	• Identified further focus required in 2019 on P-6 Teaching of Spelling	

• Upskilling staff in the use of a diagnostic writing monitoring tool (for example, Reading To Learning tracking of literacy skills) for writing skills	• Writing Tracking and monitoring tool developed in consultation with staff and based in research ready for implementation 2019 • Staff Meeting and Professional Learning Days dedicated to training sessions in PAT and PM programs and NAPLAN data review, PAT M/R class data set review and target planning sessions, Transition folders of all key data created to assist in year to year transition	
• Triangulation of data with diagnostic writing monitoring tool, NAPLAN writing marking and A-E writing data	• Weekly CPR session review ongoing progress mapped to outcomes in GTMJ Groups are tracked from pre, formative and summative tasks • One CPR sessions each term is dedicated to data review including summative assessment and observations, benchmarking (reading/writing), continuas of learning in reading/writing and diagnostic/standardised test results	
• Prep Team: Implement Kath Walker Learning approach – investigative learning - Inquiry	• 100% of targeted teachers have dedicated spaces linked to the Australian Curriculum learning areas for 2 hour blocks, 2 days a week • Prep, Year 1, Science teaching staff and leadership team involved in Early Learning Foundation professional learning study tours to Peregian Springs and network school visits to local and cluster schools involved in the Walker Learning Inquiry Model • All prep students choosing their learning during investigation times and are aware of the learning links • All Prep and Year 1 classrooms resourced to create Walker Learning model classroom environments to begin 2019 • 100% of staff engaged in staff meeting to review the inquiry model	
• Science and Digi Tech specialists – model based on Kath Murdoch inquiry approach – cycle of inquiry	• 100% of teachers have developed an inquiry unit following the evidence based model in Science for P-4 • All students in P-4 inputting into their own learning with increased engagement evidence by an increase in school opinion survey (I have a say in my learning)	

Future outlook

In 2019 we have three key improvement priorities:

The Reading Writing Connection	
Strategy- Developing Teacher Knowledge in the teaching of writing	• Engage staff in professional learning to understand the reading/writing connection (over-arching philosophy) and Writing Process (first steps) • Suitable resources purchased and utilised by all teaching staff • Reading And Writing (RAW) team sharing of practice with staff – acting as writing champions • Curriculum Coordinator position developed to assist with building knowledge and understanding of the Australian Curriculum, alignment of teaching – assessing and reporting and the writing process through co teaching, mentoring and modelling
Strategy – Embed consistent practices aligned to an agreed evidence based approach	• Observe/Co-teach quality writing lessons based on professional development provided to staff including weekly CPR sessions • Utilise Quality Standards aligned to an agreed model in walk throughs, WOW, coaching sessions • Develop exemplar work plans/unit plans for each genre for each year level
Strategy – Tracking and Monitoring Student Outcomes and Embedding Reflective Practices	• Upskilling staff in the use of a diagnostic writing monitoring tool • Triangulation of data with diagnostic writing monitoring tool, NAPLAN writing marking, PAT and A-E writing data
Balance of Explicit and Inquiry Models	
Strategy - Inquiry Model Implementation	• Prep Team and Year One teams Implement Kath Walker Learning Play approach – investigative learning 3 days a week • Budget to resource revitalised classroom environments in P-1 - flexible, responsive learning environments

Strategy - Critical and Creative Thinking/Questioning - Connected Curriculum	• Staff Familiarisation of Critical and Creative thinking general capabilities at professional learning opportunities to;
	  o Link general capabilities to learning areas and progression from P-6
	  o Link to current teaching practice
	Staff engaged with BSS Questioning Framework to develop knowledge, understanding and a greater repertoire of questioning to Stimulate, Sustain, Create learning links or transfer knowledge and understandings
	• 4 x 2 ½ hour Twilight sessions are held throughout the year to support collaborative planning, in year level teams with a facilitator to promote the Connected Curriculum and Wonder Question models of planning
	• P-6 Year level teaching teams and the specialist team are engaged in 1 hour weekly CPR sessions to share planning, resources and track students to continually refine the Connected Curriculum units

Developing teacher knowledge of cycle of inquiry	• Staff engagement in the Inquiry model at Bardon through professional learning opportunities and review of professional reading • Cycle of inquiry model developed as a reference and quality standard • BILT team to model classroom work in inquiry – Preps: Kath Walker Learning approach. Science Specialist: Kath Murdoch cycle of inquiry • Demonstrate planning, examples of learning experiences • Class and school visit opportunities • BILT group sharing of practice with staff – model process and share examples • BILT team to model in classroom and observe teachers in classrooms • Mentor with unit development and planning experiences

Innovative Spaces and Practice	
Positive Behaviour	• Review the BSS – RBP 2019 through the engagement of all facets of our community • Engage Regional Behaviour Team in the review of the Whole School Positive Behaviour Plan • Review of established practices in recognising and recording Positive Behaviour • Engage students and the wider community in celebrating Positive Behaviour • Establishment of research based programs that promote positive wellbeing in every classroom – mindfulness, exercise, breathing, resilience, self-care, growth mindset • Engage students in leadership role development • Utilise the Regional Behaviour Team to support program development • Utilise Chaplain in enhancing leadership programs in the school

Neuroscience of Learning	• All staff engaged in continued Professional learning in the Neuroscience of Learning and Communicating
	• Continued engagement of an external professional support – Michelle Loch – Neuroscience of Learning and Communicating
	• Sharing of evidence-based practice through the BSS Coaching Model
	• 3 Tier Model Coaching and Communication
	   o Tier 1 - Leadership Team – focus masterful communication and leading teams
	   o Tier 2 – Whole of Staff – Neuroscience of Learning and Communication
	   o Tier 3 – Targeted group of staff for intensive coaching phase

Innovative Spaces	• Budgets promote and support the creation of innovative spaces in the early years to continue to embed the Learning Play model. • Students and teachers are engaged in the review and development of spaces so they are responsive to student needs and promote engagement • STEM - develops programs at both the class and whole-school level that engaged students in STEM projects and links students beyond the classroom to university and other leaders in this area

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	304	316	316
Girls	135	143	146
Boys	169	173	170
Indigenous	4	6	6
Enrolment continuity (Feb. – Nov.)	93%	97%	99%

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

Students at Bardon State School are focused on our school expectations of Being Safe, Being Responsible, Being Respectful and Being an Active Learner. We work together to INSPIRE others and to INSPIRE continual improvements in all facets of our learning and growing.

Academically we are a high performing school with NAPLAN results placing Bardon in the top schools in Queensland in both Years 3 and 5. 2018 noted the greatest relative gain results from year 3 to year 5 since NAPLAN was introduced.

Students have an opportunity to access support through our Active Learning Team who work as Co-Teachers with the classroom teachers across the school. Students also have a range of extension, enrichment and Gifted and Talented programming they can access throughout each year.

The community and parent body are key links to our school and our students. The school community value education and the parents are highly educated themselves. Approximately 2% of students have a verified disability and 2% of the student population identify as Aboriginal and/or Torres Strait Islander. Religious education (Anglican and Bahai) is offered at the school and is undertaken by approximately 15% of the students. 8% of students have English as an additional Language or Dialect.

Students take pride in their uniform, their school and their learning. Many of our students are second or third generation indicating a wonderful sense of community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	21
Year 4 – Year 6	24	24	27
Year 7 – Year 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

- At Bardon State School the teachers collaboratively develop curriculum plans aligned to the Australian Curriculum
- A balance of Explicit Instruction and Inquiry coupled with Gradual Release of Responsibility Model is central to our pedagogical practice
- Year level teams meet 1 hour a week - Collaborative Professional Release (CPR) as part of a professional learning community/collegial engagement philosophy to analyze student data and develop targeted teaching and learning experiences aimed at allowing students to reach their next step in learning, moderate assessments, track student progress and share practice
- During 2018 Preps began to explore the Inquiry model – Walker Learning. Embedding the Walker Learning Model in our Prep and Year 1 classrooms will be a feature of 2019, with Year 2-6 exploring Engagement Matters Model (Kath Walker)
- We are strengthening the connection between Reading and Writing by aligning practice to Quality Standards and clear guidelines for the Modelled, Shared, Guided and Independent Phases
- Specialist Lessons in LOTE – Japanese Years 4-6
- Specialist Visual Art Lessons – P-6 Art Intensives of 3 hours a term
- Specialist HPE, Music, Dance and Drama P-6 weekly
- Specialist Digital Technologies lessons P-6 weekly
- Specialist STEM lessons P-4 weekly

Co-curricular activities

- Interschool Sport Program 4-6 weekly Terms 1 and 2, Intra-House Cup competition Term 3 and Options Program Term 4
- GRIPPS and Strings Camp – extension Music program
- Student Leadership program including a Student Council formed from leaders from Yr 3-6

- Camp Program – Years 2-6
- Instrumental and Arts Evenings
- Choral and Instrumental Programs– Specialist Instructors
- Bardon Lunch Clubs (Drama Club, Coding Club, Green Team, Lego Club, Construction Club)
- Extension and enrichment programs including Art Extension - TGSHS, Math Team Challenge, Science Challenge – TGSHS, Mount Coot-tha Young Writers, Readers' Cup
- District /Regional /State representation in all sporting areas
- Whole School Musical – TREEmendous involved all students from P-6 who wished to be involved (94% involvement) with staff writing the script, the local high school providing support for tech, lighting and venue, staff and parents supporting with the creation or purchase of all costumes. A professional video was created from the rehearsals and evening performances that was shared at a TREEmendous celebration day to mark the internment of the time capsule to mark 70 Years

How information and communication technologies are used to assist learning

A Digital Technology Room is part of our resource Centre, housing a bank of 30 laptops. These are accessed from P-6. In addition, banks of computers/laptops are available in each classroom. IPads are also used as an additional learning tool. Classes can book sets of IPads as required. Preps have sets available on a daily basis.

Technology is seen as one of many tools utilized to enhance: access to learning, motivation to engage in learning experiences and an opportunity to build skills for the future. At this stage, with support from P&C fundraising activities and focused school budgeting, we have enhanced the infrastructure and hardware supports significantly over the past three years.

Social climate

Overview

Bardon State School is a medium sized school with an active and positive social climate enjoyed through the school and wider community. The school encourages social activities such a Welcome Breakfast, Bardon Café, Under Eight's Day and individual class celebrations of learning. Other social activities organized by our parent body and staff include; the annual Art's Night, End of Year Concert, Mayfair, annual Disco, Trivia Night and Mother's/Father's evenings.

Pastoral Care in our school is integral to our daily routine. Each classroom has an explicit set of expectations aligned to our school expectations. These are supported with clear positive and negative consequences for choices. Creating a clear set of expectations and a predictable environment optimizes the learning environment and minimizes learning interruptions. We have implemented the HIGH FIVE program across the school as part of our anti-bullying program. Students are taught the skills to manage difficult situations and to empower them to problem solve independently. Reporting inappropriate behaviour is supported by all staff.

Our Active Learning Team supports teachers to provision for students with a range of learning needs. Teachers attend weekly Active Learning Team Meetings to refer students who require targeted support and extension, engagement of specific specialists such as Guidance Officer or Speech Language Pathologists and/or to develop support plans. An inclusive model of support is central to our philosophy of supporting teachers and their learners. ALT team work as co-teachers to support or extend within the classroom environment on adjusted programs wherever possible.

We also benefit from the work of our School Chaplain who works at our school two days a week and supports social interactions through the toast club before school one day/week.   The Chaplain is part of the Active Learning Team and responds to individual, group and whole class support needs. This includes academic support, linking classroom and home for optimum supports,

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)	92%	75%	88%
• this is a good school (S2035)	89%	75%	85%
• their child likes being at this school* (S2001)	97%	94%	94%
• their child feels safe at this school* (S2002)	97%	92%	90%
• their child's learning needs are being met at this school* (S2003)	83%	72%	87%

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	86%	72%	88%
• teachers at this school expect their child to do his or her best* (S2005)	94%	86%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	83%	82%
• teachers at this school motivate their child to learn* (S2007)	89%	81%	85%
• teachers at this school treat students fairly* (S2008)	90%	74%	85%
• they can talk to their child's teachers about their concerns* (S2009)	92%	86%	90%
• this school works with them to support their child's learning* (S2010)	81%	72%	78%
• this school takes parents' opinions seriously* (S2011)	80%	66%	72%
• student behaviour is well managed at this school* (S2012)	94%	78%	75%
• this school looks for ways to improve* (S2013)	91%	83%	81%
• this school is well maintained* (S2014)	100%	94%	96%

* 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%	93%	97%
• they like being at their school* (S2036)	97%	90%	91%
• they feel safe at their school* (S2037)	95%	89%	91%
• their teachers motivate them to learn* (S2038)	100%	89%	96%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	87%	89%
• teachers treat students fairly at their school* (S2041)	94%	78%	86%
• they can talk to their teachers about their concerns* (S2042)	90%	71%	76%
• their school takes students' opinions seriously* (S2043)	88%	77%	85%
• student behaviour is well managed at their school* (S2044)	90%	71%	82%
• their school looks for ways to improve* (S2045)	97%	87%	95%
• their school is well maintained* (S2046)	97%	88%	96%
• their school gives them opportunities to do interesting things* (S2047)	99%	90%	94%

* 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)	93%	95%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	92%
• they receive useful feedback about their work at their school (S2071)	93%	79%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	80%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	93%	95%	92%
• student behaviour is well managed at their school (S2074)	93%	95%	92%
• staff are well supported at their school (S2075)	86%	95%	83%
• their school takes staff opinions seriously (S2076)	93%	94%	77%
• their school looks for ways to improve (S2077)	100%	100%	92%
• their school is well maintained (S2078)	100%	95%	95%
• their school gives them opportunities to do interesting things (S2079)	100%	89%	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.

Parent and community engagement

Parents are in partnership with teachers to support their child's learning journey. Parents are engaged Parent information evenings that highlights the overall school direction and specific classroom information from each teacher. Teachers provide newsletter articles to ensure curriculum connections with the entire parent community. In additional, teachers provide class newsletters on a regular basis to inform and update their parent body on key curriculum and class events. During 2018 the parent volunteers have grown by 75% compared to previous years. Parent volunteers complete an induction program through the school each year and are organized by class teacher to support in a range of areas including; reading groups, buddy readers, art support, additional supervisors for excursions. We hope to continue to increase the engagement of parents in the classroom for a strong parent/classroom connection.

Coffee Connect sessions are held each fortnight in key areas.   Additionally, Curriculum Snapshots are provided to parents each term. During 2016, the whole school had the opportunity to explore the Vision for Bardon State School for the next 4 years as part of the Quadrennial School Review.   Additional opportunities for Community engagement included:

- TREEmendous – Whole School Musical
- Belle Property – Spirit of Excellence
- Chaplain – Mother Child evening, Welcome breakfast, Friday Toast
- Bardon Bowls Club –Remembrance Day, ANZAC representatives, Options Sport sponsor
- Anzac Day Memorial Service
- Under 8's Day Community celebrations- engaging local Kindy and community members
- Chess Club, Digi Tech Club, Bardon Lunch Clubs
- Transition programming – TGSHS, local Kindys
- Grilled – Awesomely Awesome Awards
- PCYC – OSHC and school support
- Speech/Drama/Music/Coding
- Year Level Celebrations of Learning
- Parent information sessions – Initial whole of school, Coffee Connects, Specialized information evenings
- Open Day

We have an active and supportive P&C group that are consistently working to support the school through a range of fundraising activities. The annual Mayfair and Bi-annual Games-A-thon, along with Mother/Father's Day stalls, Trivia Nights and other fundraising evening, goes toward the annual $35000 donation to the school. This fund supports an increase in Teacher Aide support across the school and additional support for maintaining the grounds. In addition to this, P&C have supported in raising funds to increase technology resources in the school and install and maintain air conditioning in every classroom.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships. P-6 classes have engaged in the Friends for Life program through a weekly lesson hosted by the Chaplain and class teacher. Class teachers have engaged in programs including; Mindfulness, GRIT, Growth Mindset and Resilience programs to continually foster students as a whole.

Bardon Lunch Clubs facilitate opportunities for smaller groups to come together around interest areas at lunch time. They are facilitated by a staff member and provide an opportunity to explore social connections and appropriate social language when needed.

The school has re engaged with the Life Education Program this year and will be continuing this connection in the future to build knowledge and understandings around personal health, social communication and other key issues.

Our school camp program was extended to include year 3 this year and we are hoping to continue to build on this growth in years ahead to allow for a 'camp' experience for all year levels. On camp we explore, communication, conflict resolution, team building personal responsibility and self-management issues and skills.

Our school leaders are engaged in a growing leadership program that includes a 5 day camp, orientation day at the beginning of each year and Kokoda Trek experience. We have also engaged the Metropolitan Behavior Support Team to work on leadership programing at the school and introduced a Team building day in Term 1 this year to work to build cohesion in our 6/5 classes and strengthen communication, problem solving and understanding 'team'.

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	1	1	3
Long suspensions – 11 to 20 days	0	0	1
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 this school's environmental footprint

The GREEN Team was introduced this year. They have developed a range of waste reduction systems in the school including – Walk to School Wednesday, Wrapper Free Wednesday and waste management systems to promote recycling and composting. They have created connections with BOQ who sponsor a term – Pizza Party to celebrate the class with the highest percentage of wrapper free lunches. They present on assembly weekly to promote and acknowledge the progress being made in this area.

They established a stall at MAYFAIR this year, promoting recycling, reusable materials and environmentally friendly alternatives. Student attend a weekly meeting to collect data and arrange assembly presentations. This year they also organized the first of an annual GREEN TEAM day that promotes environmental messages through active learning experiences across the school from P-6.

Our community garden has also had the addition of a Prep area with teachers leading each of these initiatives and linking with members of our community to assist with maintaining and building on the work in the garden

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	86,800	44,416	65,312
Water (kL)		4,694	786

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 departments' 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* 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.
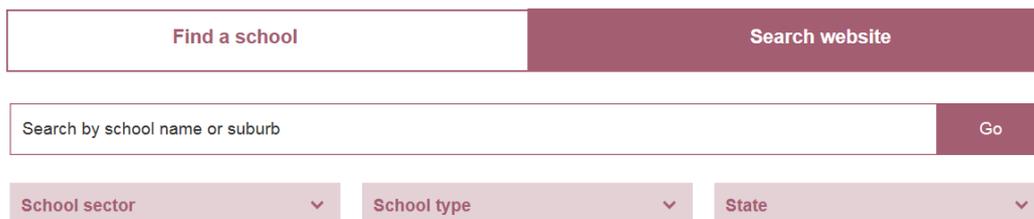
Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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	26	14	0
Full-time equivalents	21	8	0

*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	6
Graduate Diploma etc.*	4
Bachelor degree	19
Diploma	
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 $128 000

The major professional development initiatives are as follows:

Beginning Teacher Mentoring support	$10 000
Neuroscience of Coaching – 3 Tier Model (Intensive Group 1 course, whole staff level – Brain Mapping, Leadership Team Coaching)	$20 000
Reading Writing Connection	$10 000
Inquiry Based Learning	$15 000
STEAM initiatives	$ 8 000
Collaborative Professional Release – Year level weekly professional learning community	$40 000
Feedback Project (BSS& UQ)	$10 000
Classroom management models and practice – Regional funded	Nil
PD – associated with Teacher / Teacher Aide Annual Performance Planning	$15 000

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%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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 Primary Schools was 92%.

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	95%	94%	95%
Attendance rate for Indigenous** students at this school	90%	93%	94%

* 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	Year level	2016	2017	2018
Prep	95%	96%	96%	Year 7			
Year 1	95%	95%	96%	Year 8			
Year 2	93%	95%	95%	Year 9			
Year 3	96%	93%	96%	Year 10			
Year 4	94%	95%	94%	Year 11			
Year 5	93%	92%	95%	Year 12			
Year 6	95%	93%	94%				

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	4	8	30	57
2017	6	11	27	56
2018		8	27	64

Proportion of Students
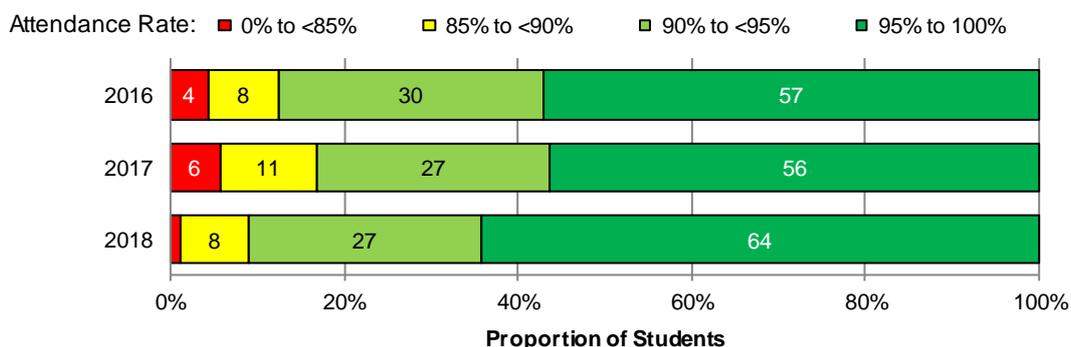
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Non-attendance is managed at Bardon State School 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.

Electronic Roll marking is used twice daily by classroom teachers. Absences are phoned in by parents to a dedicated number, emailed to the office email address, provided directly by parents to the office or through QParents. Rolls are checked by 9.30am and an SMS is sent to any parents regarding unexplained absence. Office staff then contact parents directly if no further notice is received of student whereabouts. If there is no contact and all efforts to contact fail a referral is made to Principal or Deputy Principal. Absences that are not of a reasonable nature are referred to Principal and Deputy Principal.
Students who show increases in absence, lateness or early departure, pattern of absences or extended absence are identified by class teaches and Administration is contacted for follow up.
Roll marking reports are checked weekly by Office staff and Principal for inconsistencies.
All staff are provided with regular reports to monitor class absence levels.
A visual overview of processes related to roll marking and absence is reviewed annually with all staff, provided to all staff in annual diary and is a part of new staff induction processes.

Newsletter articles and reminders on assembly are provided to encourage school attendance. Posters are placed in all classrooms and in the office – "What sort of Start is My Child Getting" and "Is Your Child Getting the Best Chance at School" to encourage daily, on –time attendance at school. Data is shared with the community regarding absence

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5. 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

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 '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.