



# Burnett Heads State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Burnett Heads State School is situated in a semi-rural, coastal community at the mouth of the Burnett River. It lies 20 kilometres from the city centre of Bundaberg. The school was built in 1878 to serve the families associated with the Pilot Station. It sits on the traditional land of the Teribelangbunda people. Today Burnett Heads community is approximately 2500 in number. This is expected to increase in the next few years as the area becomes more developed as a coastal community. Work opportunities are increasing in the area. Our school is a Band 7 Primary School with classes from Prep to Year 6. The core values of the school include a staff commitment to educating the whole child through multiple learning opportunities in academic, physical, social and emotional education; providing equal opportunities for all children to engage in academic, sporting and cultural events; having an effective positive behaviour management process to allow maximum teaching/learning time, and believing that achievement should be celebrated. Our curriculum is based on the National Curriculum from Prep to year 6 which also allows for proactive environmental education with input from specialist groups, such as Mon Repos Turtle Rookery, Great Barrier Reef Marine Park whole philosophy of the school is one of inclusion in an organised, safe, healthy and respectful learning environment.

<https://schools.myschool.edu.au>. <https://schools.myschool.edu.au/ContactUs/UsingThePortal>.

## Principal's Foreword

### Introduction

The School Annual Report is intended to give an overview of our school which provides a guide to our priorities, progress and how a stakeholders view our school. This report also contains information about our demographic both in terms of our enrolled students and the qualifications of our staff.

In 2016 Burnett Heads State School delivers the Australian National Curriculum informed by the Queensland Curriculum into the Classroom in English, Maths, Science, History and Geography. Our teaching staff is experienced and committed to providing a quality education catering for our students' learning and well being.

Facilities at our school continued to be upgraded in 2016, with the addition of a large covered multipurpose court which provides another excellent sun safe play area for our students.

This report is published on our website and hard copies are available at reception.

### School Progress towards its goals in 2016

Improvement Agenda	Goal	Steady Progress	Achieved
Reading	75% achieving C or above	Early Years	Years 4 to 6
Number	75% achieving C or above	P to 3	Years 4 to 6
U2B	20% achieving B or above in English and Maths	P to 3	Years 4 to 6
Attendance to 95%	95% attendance. daily	Whole school	

## Future Outlook 2017

<b>Improvement Agenda</b>	<b>Target</b>	<b>Cohort</b>	<b>timeline</b>
<b>Reading</b>	<b>Pat R 75% at Stanine 4</b>	<b>Years 1 to 6</b>	<b>ongoing</b>
<b>Mathematics</b>	<b>75% achieving C and above</b> <b>75% C and above</b>	<b>P to 3</b> <b>4 to 6</b>	<b>2017</b>
<b>U2B</b>	<b>20% achieving B or above in English and Maths</b>	<b>P to 3</b>	<b>2017</b>
<b>Attendance to 95%</b>	<b>95% daily attendance.</b>	<b>Whole school</b>	<b>2017</b>

# 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	143	73	70	16	86%
2015*	134	72	62	15	92%
2016	137	72	65	11	93%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 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/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

**Our student body generally live in Burnett heads or Bundaberg Port. Students either ride to school or are dropped off by parents. There is a bus service which provides a service to the local area and Port, but is not widely used. Students come from a selection of family structures and backgrounds. 11.5% of our students are proudly Aboriginal and Torres Strait Islander, while several families bring Japanese, Filipino and New Zealand background into our school community. Each class has a wide variety of abilities and backgrounds.**

### 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	18	23	20
Year 4 – Year 6	21	20	21

\*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

Students at Burnett Heads State School are taught all subjects (English, Maths, History, Geography, and PE/Health) through the National Curriculum informed by the State Curriculum to Classroom documents. Assessment at each year level is drawn from C2C.

Specialist teachers deliver Physical Education and Health;

Life Education Van is an annual event to focus on emerging health issues;

German is the Language taught at Burnett Heads

Music and drama are taught. The school has an excellent choir.

Instrumental music is now available to students from years 4 to 6.

A paly group which operates along Abercederian lines is on the school grounds weekly.

#### Co-curricular Activities

The Sporting Schools program operates 3 terms per year. Sports include Athletics, soccer, hockey and, multiskill. Interschool sport happens at least 2 terms per year for the students in years 4 to 6. Specialist teachers visit to promote a variety of skills in areas such as AFL, cricket and golf. Girls and boys attend an AFL gala day each year.

The school has a camping /program involving years 2, 4 5 and 6.

The visual and performing arts are greatly appreciated and students do access author talks (Terry Denton in 2016), exhibitions at the Bundaberg Library and Art Gallery while year 6 has a live theatre production as part of their itinerary. Our school does have performances from Aboriginal Cultural groups as well as Artslink performances.

Year 6 performs a Theatre Restaurant each year.

Years 1,2 and 3 attend swimming lessons each year.

The school participates in the Clean Up Australia program each year.

#### How Information and Communication Technologies are used to Assist Learning

The school has a computer lab which has 28 functioning PCs. This is used for skill development, research and assessment.

The Resource Centre holds 12 PCs which are used for research and group work as well as being accessed during lunchtime for games. Classrooms and Media room have projectors and interactive whiteboards as learning tools. Teachers have individual laptops for professional usage. 10 iPads are kept on a trolley for classroom usage. The connectivity of the school is being upgraded to allow greater usage of iPads and quicker access to the Network. ICTs are used by all everyday as a part of their education.

## Social Climate

#### Overview

Burnett Heads strives to be a welcoming school which is supportive and inclusive in all aspects of school life. Consistent school rules of Be Safe, Be a Learner, Be Responsible and Be Respectful are throughout classrooms and playground. This is supplemented through the You Can Do It program and a Go For Gold incentive program. Successes are recognised on assemblies, and school discos each term are well attended. School Leadership is sought after by year 6 students and year 5 has a Leadership camp at the end of the year while school leaders have a camp early in the new school year. These are supported by the Chaplain and P&C. The Council of Students is active throughout the year.

#### Parent, Student and Staff Satisfaction

##### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	100%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	81%	100%	100%
their child feels safe at this school* (S2002)	81%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%	100%
their child is making good progress at this school* (S2004)	94%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
teachers at this school treat students fairly* (S2008)	75%	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	100%
this school takes parents' opinions seriously* (S2011)	87%	100%	100%
student behaviour is well managed at this school* (S2012)	81%	81%	89%
this school looks for ways to improve* (S2013)	93%	100%	89%
this school is well maintained* (S2014)	94%	100%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	96%
they like being at their school* (S2036)	98%	94%	96%
they feel safe at their school* (S2037)	94%	96%	96%
their teachers motivate them to learn* (S2038)	98%	98%	96%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	89%
teachers treat students fairly at their school* (S2041)	98%	94%	88%
they can talk to their teachers about their concerns* (S2042)	94%	98%	88%
their school takes students' opinions seriously* (S2043)	94%	98%	91%
student behaviour is well managed at their school* (S2044)	82%	88%	84%
their school looks for ways to improve* (S2045)	98%	98%	95%
their school is well maintained* (S2046)	98%	96%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	89%
staff are well supported at their school (S2075)	100%	88%	78%
their school takes staff opinions seriously (S2076)	100%	87%	82%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	100%	100%	94%
their school gives them opportunities to do interesting things (S2079)	100%	94%	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.

## Parent and community engagement

Parent and community involvement is actively encouraged at Burnett Heads. A community meet and greet bbq is held at the beginning of each year. It follows on from a introduction session with the classroom teachers. Parent interviews are held at the end of term 1 or beginning of term 2, while requested interviews with staff are available on request. The community serves our school well, with an active and effective Rotary Reader program, a Reef Guardian film night



presentation, the U3A Writers' Group, supporting our writers and support from local social clubs, community groups and businesses.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Staff are all trained in Student Protection and along with the Chaplain, and proactive in identifying child safety concerns. The Chaplain has worked with groups of students from identified year levels to increase their ability to cooperate with others. Identifying bullying as verbal, social, cyber or physical is part of the school conversations. A particular focus is Day for Daniel when personal protective behaviours are explored in detail and Anti Bullying Day which celebrated friendships.

## 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	10	3	7
Long Suspensions – 6 to 20 days	0	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 has significantly reduced water usage by reactivating tanks to service the toilet block and oval. Solar energy supplies some of our electricity and the school has given back to the environment by maintaining a wonderful green space in the school grounds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	62,436	1,210
2014-2015	55,369	
2015-2016	12,308	455

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

GO

Sector:

Government

Non-government

SEARCH

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

There are no Aboriginal or Torres Islander staff at our school. Teaching staff is generally an experienced mix from many different backgrounds. Long term staff retired during last year. Teacher aides are similarly experienced and seek to remain at the school.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	11	9	0
Full-time Equivalent	9	6	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	7
Diploma	1
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 \$19 168.00

The major professional development initiatives are as follows:

- Technology including assistive;
- Ideas Lab;
- Early Years
- Behaviour management;
- classroom profiling;
- Reading strategies – Master Teacher
- Mathematics – NCR
- Data collection and interpretation – Master Teacher.
- Writing – Master Teacher

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.	97%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% 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).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	92%

\*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%.

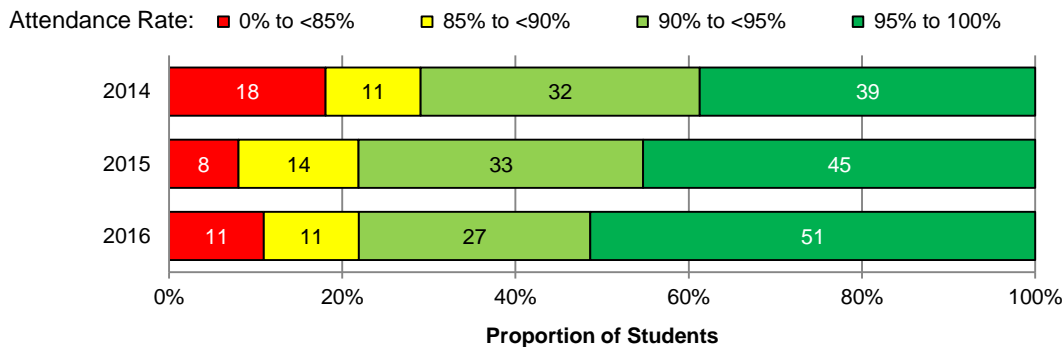
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	91%	93%	92%	92%	90%	95%	90%					
2015	93%	92%	95%	92%	93%	94%	92%						
2016	90%	92%	93%	93%	96%	91%	95%						

\*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.

Every Day Counts is the basis of our school learning delivery. Encouraging parents to ensure school absences are essential is having a positive outcome with automatic absence calls

## 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.