

Burnett Heads State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2014 School Annual report for Burnett Heads State School. Our school is a Queensland Public school which serves our local community with commitment. The Principal Ms Pamela Liddell, works with a dedicated team which includes Learning Support and Master Teacher Sherilyn Strube, classroom teachers and teacher aides, as well as a Chaplain.

The Parents and Citizens are very active and hardworking, while a band of community members who have been trained into the Rotary Reader program regularly attend the school. The staff and volunteers work together with the conscious aim of giving the best possible rounded education to our students, to prepare them for the future.

2014 PRIORITIES	STATUS
Successful Learners <ul style="list-style-type: none"> • Catering for Student Needs through enacting QSIL principles • U2B students targeted from prep to end of primary school. • Increased skill in interpreting and applying data to inform T&L • Daily attendance a target for all students. 	<p>Ongoing implementation</p> <p>Successful support of Prep through SEP, AVTS, Teacher and specialist teacher aide.</p> <p>Ongoing emphasis on improving attendance of all students.</p>
Develop Teaching Quality <ul style="list-style-type: none"> • Continue to implement Australian Curriculum through the C2C 	<p>Implemented but extension to Civics and</p>

units. <ul style="list-style-type: none"> Teachers working with Coach/Master teacher and Principal to reflect on teaching practice. Focus on teaching of reading through the implementation of a Balanced Reading Program with guidance and support from Master Teacher/Coach. 	Economics delayed Ongoing Significant progress, but ongoing.
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Future outlook

FOCUS AREA	SCHOOL PRIORITY 2015
Continue focus on improving student academic performance across all curriculum areas.	Articulate school improvement agenda to community, staff and students. Support staff through continued feedback and learning opportunities.
Embed focussed teaching of Guided Reading	Work with Master Teacher and Success School Coach
Increase enrolment	Transition strategies developed to address lower local population
Community / School partnerships	Continue to build relationships with parent body and wider community .

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	167	91	76	90%
2013	168	89	79	85%
2014	143	73	70	86%

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

Characteristics of the student body:

The student body is drawn from the local community due to the geographical position of the school. The community has had on going economic effects from the 2013 weather events and the downturn in the economy. We cater for a wide variety of economic backgrounds, although the overall demographic is low socio economic. Our enrolment is made up of 11% Indigenous, while we have students from a variety of ethnic backgrounds. There is proposed economic development in our area. Our students and families bring a variety of strengths to our school and meld together into a positive learning community.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	19	18
Year 4 – Year 7 Primary	16	27	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	3	10
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Burnett Heads, our distinctive curriculum offerings are aimed at providing a wide range of educational experiences.

- Drama lessons each week and P&C supported attendance of the live theatre performances from Arts Council and touring authors, to develop literacy and appreciation of performance.
- Swimming lessons are provided for years 1 to 3.
- LOTE Burnett Heads has a highly qualified and very effective German teacher, who teaches years 5 and 6. Students are provided with multiple cultural experiences as part of their LOTE.
- Reef Guardian environmental education is part of the science curriculum to encourage students to become active environmental guardians of the beautiful local environment.

Extra curricula activities

- Theatre Restaurant – the senior class has stages a greatly enjoyed Theatre Restaurant event in Term 3.
- Instrumental Music is provided in years 4,5&6
- Years 1 and 2 explore the local area, its natural composition and its history.
- Year 2 has an overnight camp in the school grounds.
- Leadership Camps are held for year 6 students.
- The senior class has a four day Brisbane trip at the end of the year, which includes Parliament, Government House and a live theatre performance.
- Student Voice is an elected student body which practices meeting procedure, organizes dance lessons and sports skilling for the rest of the school, brings matters from each classroom to the meeting and to the Principal.
- The school provides an after school Sporting Schools program each term.
- For 2 terms per year, students participate in the school sporting competition in Bundaberg.
- We actively acknowledge Anzac Day (also participating in the local march) Remembrance Day, Book Week, Under 8's Week and Chaplaincy week.
- School Disco is themed each term and Mr Standfast accesses the PCYC equipment for this night.

How Information and Communication Technologies are used to assist learning

- **The use of ICTs in our school continues to evolve. We have maintained a computer lab for whole class activities, but iPads have been purchased to allow greater classroom usage of ICTs in learning every day. Teachers use Interactive whiteboards as a central tool for curriculum delivery, while successful school/home and behavior programs such as class dojo are an added feature in many classrooms.**

Social Climate

Our school staff and P&C regard a positive school climate as an essential basis to the operation of Burnett Heads State School. We teach the principles of social Emotional Learning as part of our positive school behaviour expectations. Our Chaplain was an important source of support for families and students. Our P&C and Chaplain conduct a breakfast club each morning, which many students enjoy. The school also has a Gold Club, which builds on student effort and citizenship. Our bullying

policy is within the SWPBS process. Opinion Surveys are generally very positive. Our school promotes respect for oneself, property and others.

Our opinion surveys are generally positive from students and teachers, while the parent survey was accessed by substantially fewer parents last year due to the change to on line opinion surveys.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	96%	94%
this is a good school (S2035)	93%	96%	94%
their child likes being at this school* (S2001)	96%	100%	81%
their child feels safe at this school* (S2002)	100%	96%	81%
their child's learning needs are being met at this school* (S2003)	96%	96%	94%
their child is making good progress at this school* (S2004)	96%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	94%
teachers at this school motivate their child to learn* (S2007)	96%	88%	94%
teachers at this school treat students fairly* (S2008)	96%	83%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
this school works with them to support their child's learning* (S2010)	96%	93%	94%
this school takes parents' opinions seriously* (S2011)	96%	81%	87%
student behaviour is well managed at this school* (S2012)	89%	89%	81%
this school looks for ways to improve* (S2013)	96%	93%	93%
this school is well maintained* (S2014)	100%	96%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	91%	95%	100%
they like being at their school* (S2036)	71%	85%	98%
they feel safe at their school* (S2037)	85%	90%	94%
their teachers motivate them to learn* (S2038)	97%	100%	98%
their teachers expect them to do their best* (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	100%
teachers treat students fairly at their school* (S2041)	74%	85%	98%
they can talk to their teachers about their concerns* (S2042)	79%	86%	94%
their school takes students' opinions seriously* (S2043)	82%	90%	94%
student behaviour is well managed at their school* (S2044)	88%	65%	82%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school looks for ways to improve* (S2045)	82%	95%	98%
their school is well maintained* (S2046)	91%	90%	98%
their school gives them opportunities to do interesting things* (S2047)	88%	79%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents in our school are encouraged to be part of the school. Assembly times were changed to the afternoon, in an attempt to attract more parents to attend these events. Many parents assist in classrooms, especially in the lower school, and we have multiple parents working to make a success of any event in which the school is involved (Theatre Restaurant, sports days). We conduct community BBQs twice a year to encourage more parents to come into the school. Our P&C is very active and very hard working, although small. They also attract parents to become more involved with events.

Reducing the school's environmental footprint

Burnett Heads State School endeavours to educate students on electricity and water usage as well as recycling. We always acknowledge World Environment Day and ensure prudent use of all resources. Protecting our coastal environment through a no rubbish policy, and having protection of our school wildlife as a core school behaviour expectation are enduring contributions to a reduced footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	63,021	1,088

2012-2013	61,407	793
2013-2014	62,436	1,210

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.

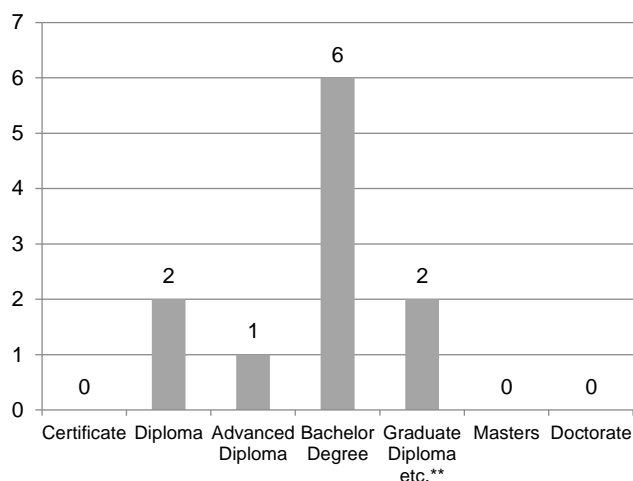
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	11	9	0
Full-time equivalents	9	6	0

Qualification of all teachers).

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	1
Bachelor Degree	6
Graduate Diploma etc.**	2
Masters	0
Doctorate	0
Total	11



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$4000

The major professional development initiatives are as follows:

- Teaching of Reading
- Behaviour Management -SWPBS
- ASOT implementation
- Early Years curriculum
- Transition curriculum to secondary

The proportion of the teaching staff involved in professional development activities during 2014 was **100%**

Average staff attendance	2012	2013	2014
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, 65% of staff was retained by the school for the entire 2014 school year.

This was due to transition of year 7 to high school, and a decline in enrolment.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	91%

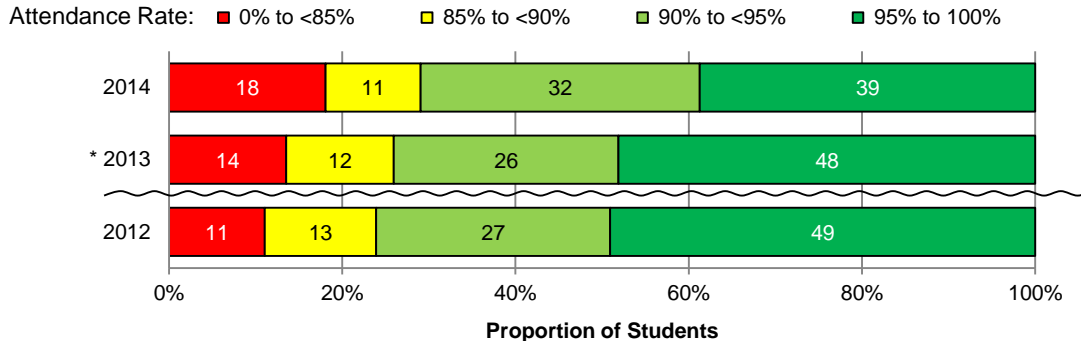
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	94%	93%	94%	93%	93%	96%					
2013	91%	90%	94%	91%	94%	93%	93%					
2014	91%	93%	92%	92%	90%	95%	90%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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.

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/>.

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Achievement – Closing the Gap

Attendance and performance in reading and numeracy remain below non indigenous. Particular attention is being paid to attendance rates.