

Burnett Heads State School



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Ms Pamela Liddell (Principal)

Principal's foreword

Welcome to the 2013 School Annual Report for Burnett Heads State School. During 2013, Burnett Heads State School continued to offer quality, diverse education to local children. The school had an enrolment of 176 during the year, with single stream classes. The school is located on Burnett Heads Road, a block from the natural learning environment of the Pacific Coast.

Our year commenced in unique circumstances, following the Bundaberg floods, and the devastation of the local tornadoes. Although the school grounds were not inundated, many local houses sustained considerable damage and losses. The school enrolled families who had been through the devastation of flooding in Bundaberg North, while losing families whose rental properties had been put beyond habitation.

Despite these challenges which also involved staff who lost their homes, we managed to be back on the road of providing a quality education, trying to engage our families and students in the process of education.

Our staff from teacher aides, classroom teachers and specialist teachers work together to provide the best learning environment we can offer our students.

Introduction

This School Annual Report gives an overall profile of our school, including demographic, priorities, challenges and progress in all areas in 2013.

School progress towards its goals in 2013

Getting Ready For Secondary School: Flying Start initiative has been well promoted throughout the school and community. Years 6&7 have been engaged in transition programs to Secondary School, including the ACE programs. The school is as ready as it can be for the transition.

Implementing the Australian Curriculum: During the year, History joined English Maths and Science as the National Curriculum subjects taught in Burnett Heads. Teachers continued to engage in Professional Development during the year, working with our Literacy Coach, to ensure quality practice in our classrooms. Auxiliary staff have also engaged in a variety of supporting professional development so consistency of practice is assured.

Parent and Community Engagement: At the beginning of 2013, the school was a community hub for families recovering from the tornadoes. Staff members also worked closely with the Community Centre to provide the basics when electricity was out for a period of 7 days. During the year,

Our school at a glance

reciprocal strategies remained in place to encourage parent/community/school cooperation in a recovering but smaller community.

Literacy and Numeracy Learning have remained the prime focus in the classroom, with the Teaching of Reading the key to student improvement throughout the school. The effectiveness is borne out in classroom data. The structure of the ASoT curriculum framework is being rolled out to give structure to the pedagogy, behavioral norms and the curriculum.

Future outlook

- At Burnett Heads State School the following areas are priorities for 2014 and beyond:'
- Ensuring effective implementation of the National Curriculum using C2C is an ongoing priority. History, English, Maths, Science and Geography will be in place by 2014
- Constant focus on Literacy and Numeracy. The school continues to develop and embed programs responsive to student learning needs.
- Flying Start Preparations for the transition of year 7 to Secondary, and the corresponding changes to Primary school are to be managed with minimum disruption to delivering a quality education.
- Safe and Supportive learning environment using the School Based Positive Behaviour Model, focussing on behaviour expectations which allow maximum learning and teaching time for students.
- Implementation of Individual learning Plans will be developed for students failing to make benchmarks at each year level.
- Student extension of learning opportunity through U2B programs, including the U2B Maths online learning program.
- Parent and Community engagement opportunities are accessed through an active Rotary Reader participation, family BBQs, events such as camps, poetry nights, Theatre Restaurants, local field days and rewards days and Sports Days.

School Profile

Record:

- Coeducational or single sex: Coeducational
- Year levels offered in 2013: Prep Year - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	175	82	93	86%
2012	167	91	76	90%
2013	168	89	79	85%

Our school at a glance

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 outlying position of the school. The community is identified as low socio economic and has had some difficulties since the 2013 tornadoes which some of the local housing. Work is frequently seasonal and some families have been in the mining industry. These occupations have been impacted on by the 2011, 2013 weather events and the downturn in the mining industry. It is hoped that some mooted local developments will give an impetus to the local economy. The ethnic mix includes some families from Korea, Japan, New Zealand and the Phillipines. Indigenous enrolment is 11% of the total enrolment, and 3% of students come from ESL backgrounds.

• Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	19	19
Year 4 – Year 7 Primary	22	16	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	2	3
Long Suspensions - 6 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

At Burnett Heads State School, our distinctive curriculum offerings are aimed at providing a wide range of learning activities at our school.

- **DRAMA:** Each week, students attend a drama lesson which is aimed at speech development as well as personal expression. Drama and appreciation of the Performing Arts are part of the school culture. Arts Council performances are a regular occurrence to our very responsive and engaged students.
- **Swimming:** Swimming lessons are provided to years 1 to 3 for 1 term per year.
- **LOTE –** Burnett Heads has a highly skilled LOTE teacher, and the language taught is German, which fits well historically in an area where many of the original settlers were of German

Our school at a glance

extraction. Students are provided with food experiences and Karnival as part of their LOTE studies.

- ACE program – years 5,6&7 access writers camps, Maths competitions and Science events through the partnership with Kepnock State School.
- National Maths Competition – students from years 3,4,5,6&7 take part each year.
- U2B online learning in Maths as a source of student extension.
- Reef Guardian environmental education to assist students with what they can do personally to be good reef guardians.

Extra curricula activities

- Instrumental Music is provided in years **5.6&7**. Instruments taught include percussion and wind.
- Choir – Burnett Heads State School Choir performs at Anzac Day assemblies, Remembrance Day assemblies, the Burnett Heads Lighthouse Festivals and at Choir events.
- Theatre Restaurant – each year the year 7 class has staged a greatly enjoyed Theatre Restaurant event in Term 3.
- 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 and 7 students and students experiencing difficulties in relationships.
- Year 7 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 Active After School Sports program each term. Sports include athletics, soccer, tennis, martial arts and multi skills.
- For 1 term 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

At Burnett Heads State School, all classes have interactive whiteboards as a tool of teaching and learning. There are a number of ipads to be used in classrooms or with small groups, ipens, dojo behaviour tracking in classes and a computer lab in which to learn particular skills and to do whole class activities.

Our school at a glance

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 have combined the principles of social Emotional Learning with our School Wide Positive Behaviour expectations. These principles are Getting Along, Persistence, Organisation, Resilience and Confidence. skills are explicitly taught in classrooms, and a consistent positive language of expectations is used throughout the school. Working as part of this process is our Chaplain who contributes to the SWPBS process and to all support activities in the school. In the post tornado period, our Chaplain was an important and constant source of support for families and students. Our P&C and Chaplain conduct a breakfast club each morning to ensure no one starts the day with an empty stomach. 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, although the opinion on the behaviour of other students and consequences is less positive.

Parent, student and staff satisfaction with the school

Parent, Staff and Student responses are strongly positive and frequently above like schools data. High satisfaction from Parents and students generally provide positive responses and to the overarching question regarding getting a good education, both parents' and children's opinions are above All Schools and Like Schools comparisons. Areas which have been consistently high over recent years regarding behaviour management in the school, were lower in 2013 due to a particular situation in the school. It is expected that this will return to a much higher level in 2014 surveys.

Staff universally responded to being satisfied with our learning environment and professional avenues open to them to continue developing as educators.

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

this school looks for ways to improve* (S2013)	96%	93%
this school is well maintained* (S2014)	100%	96%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	91%	95%
they like being at their school* (S2036)	71%	85%
they feel safe at their school* (S2037)	85%	90%
their teachers motivate them to learn* (S2038)	97%	100%
their teachers expect them to do their best* (S2039)	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	94%	89%
teachers treat students fairly at their school* (S2041)	74%	85%
they can talk to their teachers about their concerns* (S2042)	79%	86%
their school takes students' opinions seriously* (S2043)	82%	90%
student behaviour is well managed at their school* (S2044)	88%	65%
their school looks for ways to improve* (S2045)	82%	95%
their school is well maintained* (S2046)	91%	90%
their school gives them opportunities to do interesting things* (S2047)	88%	79%

Performance measure

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

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

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.

Our school at a glance

Involving parents in their child's education

Because 2013 started late after the weather events and many families had been impacted upon, the school was a community support centre from which outreach was made to parents and by parents. We returned learning to routine as quickly as possible and included parents in training in support a talker/reader recognising that they are the first teachers of children. The assembly time was changed to Wednesday afternoon to allow a greater attendance. Parents are invited to attend SWPBS meetings and the first steps were taken towards being a Kids Matter school. Classes invite parents into the classroom at least once per semester.

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 behavior expectation are enduring contributions to a reduced footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kill
2010-2011	60,454	888
2011-2012	63,021	1,088
2012-2013	61,407	793

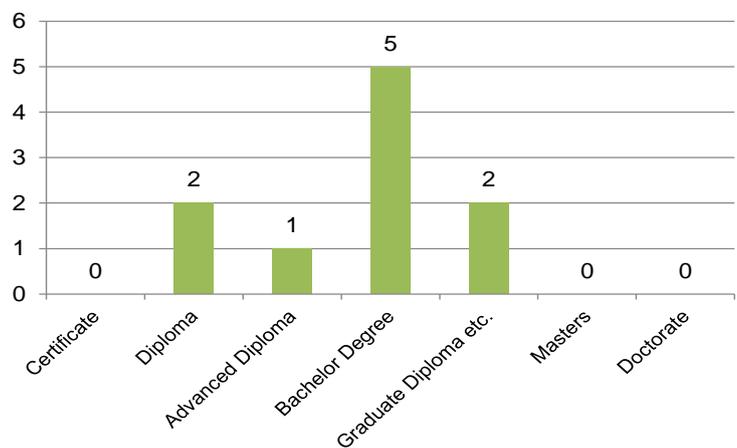
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	13	11	0
Full-time equivalents	10	7	0

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	2
Advanced Diploma	1
Bachelor Degree	5
Graduate Diploma etc.	2
Masters	0
Doctorate	0
Total	10



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 15 000. The major professional development initiatives are as follows:

- School Wide Positive Behaviour
- Sheena Cameron Reading Program
- Poverty Training
- ICTS to the classroom
- Art and Science of Teaching

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 school year.

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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

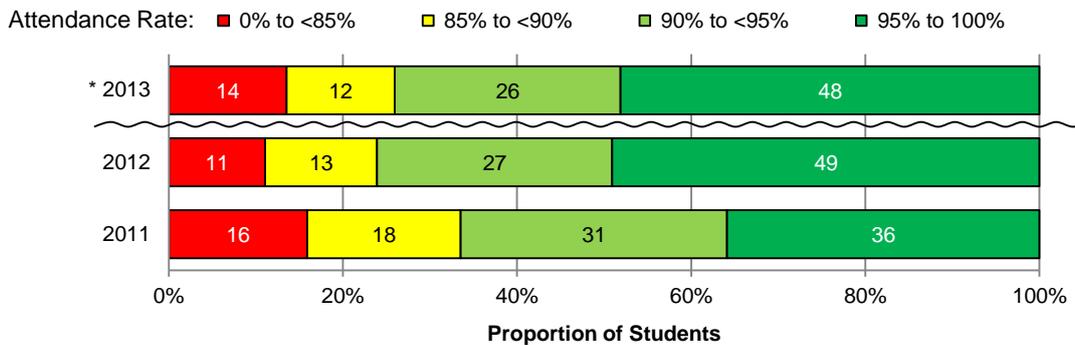
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	90%	92%	92%	91%	91%	93%					
2012	90%	94%	93%	94%	93%	93%	96%					
2013	91%	90%	94%	91%	94%	93%	93%					

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 from 2013 to that of previous years.

Performance of our students

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.

Non attendance is managed in line with DET policy. Parent engagement in this area is through the admin, contact is required from families for non attendance of a student. Rolls are marked in line with EQ requirements.

The school subscribes to the policy of Every Day Counts.

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/>.

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.

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" dropdown menu with "Government" and "Non-government" options, 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.

Achievement – Closing the Gap

Attendance of Indigenous students in the year 2013 was 89.1, slightly improved on previous years. Year 3 data shows that Indigenous students are slightly below the regional average in Reading but above or similar to regional data in writing and numeracy. Indigenous results in Years 5 and 7 were substantially above State and Regional averages.