

Burnett Heads State School (0319)

Queensland State School Reporting

2012 School Annual Report



Postal address	PO Box 9008 Burnett Heads Bundaberg 4670
Phone	(07) 4130 2333
Fax	(07) 4130 2300
Email	the.principal@burnheadss.eq.edu.au
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's foreword

Introduction

The School Annual Report contains an overview of the whole school in the year 2012 and into 2013.

School progress towards its goals in 2012

Priorities for 2012 included greater involvement of community in school business. Parents responded positively to this, according to the School Opinion Survey which demonstrated strong support for the educational practice of the school. The school continues to look at ways to improve communication with parents, above the existing website, newsletter and invitations.

Equally prominent in 2012, was the adoption and implementation of Social Emotional Health principles, embedded in School Wide Positive Behaviour. This is in place, but is a "live" document which is part of the ongoing professional conversation. Parent opinion survey responded that 100% of parents felt that their child was safe at this school.

Improving reading and spelling data is an ongoing focus, and school data collection confirms continued growth in student levels of learning. This data is collected twice per year internally and gives clear indicators of progress. Because of the 1 year level cohort, it is necessary to consult this data rather than NAPLAN to assess student growth.

Implementation of the National Curriculum would be front and centre of school focus. In English, Maths and Science, this has been successfully achieved. Staff opinion surveys have reflected staff satisfaction with professional support during this process. History is being rolled out in 2013.

Future outlook

Preparation for transition of year 7 to secondary school in 2015, by close cooperation with local secondary schools.

Staff professional development to effectively implement Australian Curriculum continues as a priority.

Teaching of reading remains a priority, with professional expertise being shared with staff. Student progress is measured and informs classroom practise.

Emphasis on educating whole child to the best of our ability.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	165	77	88	81%
2011	175	82	93	86%
2012	167	91	76	90%

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

Characteristics of the student body:

Students attending our school overwhelmingly reside in the Burnett Heads/ Bundaberg Port areas. The area is recognised as being low Socio Economic, and as such is supported by the Federal Government's Partnership Program which allows the school to cater for the broad range of ability levels and backgrounds of our students. Our brief is to ensure that all students reach their academic potential. Culturally, the school has a majority of students from Anglo Saxon/European heritage, with some more recently welcomed families of Korean, Pacific Island and Japanese backgrounds. Our school population melds together as a cohesive, friendly whole.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	19
Year 4 – Year 10	26	22	16
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		2	2
Long Suspensions - 6 to 20 days		1	1
Exclusions		0	0
Cancellations of Enrolment		0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings include

Creative Arts – Weekly Drama lessons, Yonder Performing Arts Program (2012)

Instrumental Music Program

Reef Guardian Curriculum activities

Theatre Restaurant Year 7

ACE Excellence Programs in Science, Maths and Writing with Kepnock State High.

Extra curricula activities

Active After School Sport – 3 days per week

Choir

Council of Students and Green Team (recycling)

Brain Gym – Year 2 teacher facilitates before school each day

Skipping every Friday

AFL on oval daily with Mr Standfast

Lunchtime dance lessons from student council members.

How Information and Communication Technologies are used to assist learning

All classes have access to IWBS in classrooms, which allow teachers access to curriculum and wider on line resources for their teaching. For some activities, the classes go to the computer laboratory which allows provides one computer per child. Classrooms have direct access to a small number of computers, while groups have access to iPads for individualised learning. Student programs are recorded on OneSchool, to record what is being taught, data re student learning as well as differentiation strategies are also recorded digitally. The school has a well maintained Website with information and activities for students and parents.

Social climate

Our school is a School Wide Positive Behaviour School which embraces the Social Emotional Health principles as organising rules (Getting Along, Persistence, Resilience, Organisation and Confidence). Desired behaviours are taught explicitly in class and students enacting the behaviours are rewarded with Keys. The emphasis is on achieving desired behaviours through acknowledging positive behaviours when they occur. The school also runs a Gold Club, which allows students to access celebration days after reaching each level. This award system runs on being a good student citizen (behaviour, attendance, homework) rather than exclusively for academic success. Bullying is addressed when it occurs, with emphasis being on identifying bullying, the role of bystanders and the need for reporting of incidents. 100% of parents when surveyed, believed that their child was safe at our school.

Parent, student and staff satisfaction with the school

Parents surveyed reported a high level of satisfaction with our school and its operations. Overall parent satisfaction with the school is in the high 90%. A special SWPBS survey at the end of the year found higher levels of parent satisfaction with behaviour management.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.3%
this is a good school	92.6%
their child likes being at this school*	96.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.3%
their child is making good progress at this school*	96.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	96.3%
teachers at this school treat students fairly*	96.3%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.3%
this school takes parents' opinions seriously*	96.2%
student behaviour is well managed at this school*	88.9%
this school looks for ways to improve*	96.3%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	90.6%
they like being at their school*	70.6%
they feel safe at their school*	85.3%
their teachers motivate them to learn*	97.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.1%
teachers treat students fairly at their school*	73.5%
they can talk to their teachers about their concerns*	78.8%
their school takes students' opinions seriously*	81.8%

Our school at a glance

student behaviour is well managed at their school*	87.9%
their school looks for ways to improve*	81.8%
their school is well maintained*	90.9%
their school gives them opportunities to do interesting things*	88.2%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.5%
with the individual staff morale items	95.4%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are invited to participate in the planning of school procedures and extensive consultation occurred in 2011 in the formulation of the 4 year strategic plan, under the Partnerships Program. Parents are kept informed about the school and its activities through the P&C, a weekly newsletter, a notice board and the website. As well as these, parents are encouraged to come into the classroom and invited into the school for open days' breakfasts.

2012 was an exceptional year for parent involvement in the school. Much of this was by direct invitation of the QPAC artists who worked with our 2/3 students in their drama activity, which culminated at a performance at the Moncrieff Theatre. The year 7 Theatre Restaurant is a major event for parent involvement, both in assisting with the preparation or as an audience on the night. We encourage parents to be involved in students' education by offering Support a Talker/Reader training for interested parents. Parents are also invited to attend Homework/Tutoring Club to understand current processes in Maths and English. The school has also offered parent effectiveness programs such as 1,2,3 Magic. Parents are involved in classrooms with reading and brain gym activities. Each semester open classroom days are held while the school wide reading day is a great success for parents and students alike. The P&C is active and encourages participation in all of its meetings and events while it supports the operations of the school. Our school employs an Assistant Parent Liaison person so that parents have access to information or an informal means of channelling concerns.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

All staff and students are aware of the necessity to minimize the school environmental footprint. Efforts are made to limit water usage and to minimize overuse of fans in classrooms. Students focus on the Reef Guardianship environmental strategies to keep our environment clean. Electricity usage continues to increase, but this is probably in response to increasing Interactive Whiteboards, computers and the fact that we have 2 extra buildings in the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	60,270	1,243
2010-2011	60,454	888
2011-2012	63,021	1,088

Our staff profile

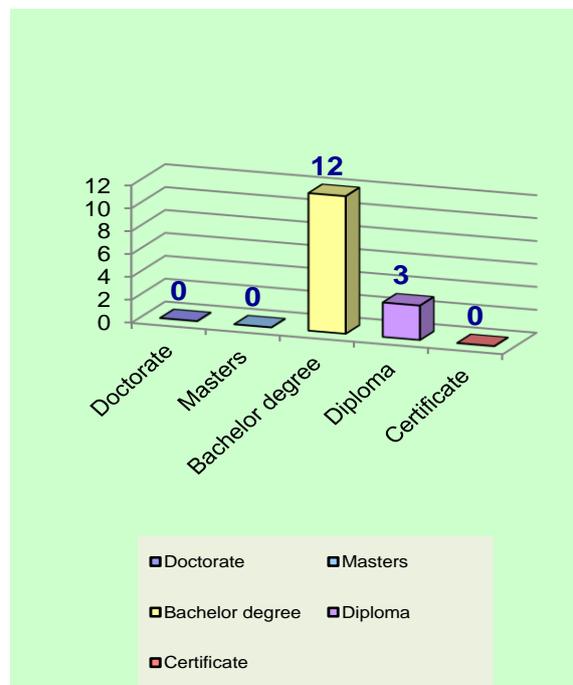
Staff composition, including Indigenous staff

Teachers at Burnett Heads have a variety of qualifications. The majority have Bachelor Degrees which include Bachelor of Teaching, Bachelor of Arts (specializing in history/English major, Music and German). Post Graduate Diplomas in Education and Special Education are also held by staff members. All teachers and teacher aides are engaged in upgrading knowledge and practice of teaching.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	14	10	0
Full-time equivalents	11	6	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	12
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11 939. The major professional development initiatives are as follows:

- Science Connections
- National Curriculum implementation and use of ICTs
- Poverty Training
- Coaching with Literacy Coach
- Reading Strategies.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was **100%**.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.6%	97%	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86.4% of staff was retained by the school for the entire 2012 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

Student attendance

	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	93%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

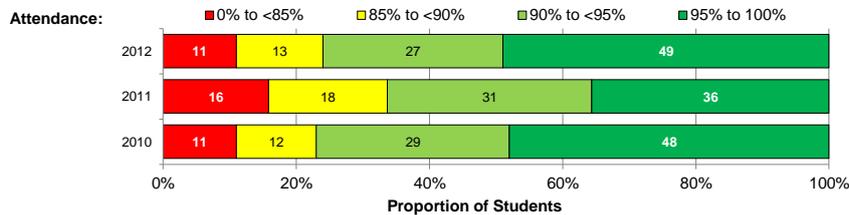
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	92%	94%	94%	93%	94%	94%					
2011	90%	90%	92%	92%	91%	91%	93%					
2012	90%	94%	93%	94%	93%	93%	96%					

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 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.

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.

Performance of our students

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 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

Indigenous enrolment is approximately 9% of school population. Attendance over the last year has been around 88%. This is below the rest of the school's attendance rate, and attendance is a school wide focus for 2012/2013.

Reading, Writing and Numeracy data tends to be at or below non indigenous results in 3 and 5, but in Year 7 Indigenous students achieved above State and Region data in all three areas.