Burnett Heads State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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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 Burnett Heads community is approximately 4000 in number and this population combines recently arrived people with long term residents. Burnett Heads State School is a Band 7 Primary School of 150 students with classes from Prep to Year 6. We are fortunate to be a Federal Government Partnership school which allows for increased resourcing for teaching and learning. The core values of the school include a staff commitment to educating the whole child through social, emotional and academic 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 school teaches the National Curriculum and professional learning of staff is a school priority. We currently employ a Master Teacher to work with teachers and students. Our school works closly with 2012 Showcase Winners Kepnock State High, for staff professional programs and student excellence programs. The school has a commitment to the expressive arts, and we traditionally have an annual Theatre Restaurant which stars the Year 6 students. Our teachers bring a variety of sporting talents with them and in 2012 BHSS sent two competitors to State level competition. Another priority of the school is to have an active student leadership process. Year 5 prepare to take over the Leadership roles from Year 6 in Term 4 and are involved in working with the younger students during lunchtimes. Our position on the coast allows for proactive environmental education with input from specialist groups, such as Mon Repos Turtle Rookery, Great Barrier Reef Marine Park Authority and Reef Guardian Schools Group. LOTE (German) is offered, along with specialist programs in Music, Physical Education and Instrumental Music. A dedicated team of 7 permanent teachers, administrative staff and teacher aides - along with support from parents - ensures that Burnett Heads State School is a great place to learn, work and make lifelong friends. The whole philosophy of the school is one of inclusion in an organised, safe, healthy and respectful learning environment.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

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 2017 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 2017, 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.

Future Outlook

IMPROVEMENT PRIORITY	TARGET
Numeracy	- NAPLAN - 90% of students at, or above the national minimum standard in Numeracy - NAPLAN – 20% or greater of students achieving U2B - 80% of students achieve a C or higher in Maths - 100% of teachers using ACARA (C2C) and Gympie Maths Alliance to support student learning and teaching practices
Literate Learners	- NAPLAN - 80% of students at, or above the national minimum standard - 80% of students achieve a C or higher in English – ICP for SWD and Learning Support where required - 100% of teachers using ACARA (C2C) to support teaching and student learning - 100% of teachers using a consistent approach to teaching spelling and phonics
Student and Staff Well-Being	- SOS(School Opinion Survey) student results – increase from 72% to 90% (or above) – *I can talk to my teachers about my concerns* - SOS student results – increase from 81% to 90% (or above) – *Student behaviour is well managed at my school*

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	- SOS parent results – increase from 60% to 90% (or above) - *parents feel that their students are safe and that behaviour is well managed* - Improve staff morale – SOS staff results – increase from 70% to 95% (or above) – *I feel that staff morale is positive at my school*

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	134	72	62	15	92%
2016	137	72	65	11	93%
2017	141	72	69	15	94%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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	**2015**	**2016**	**2017**
Prep – Year 3	23	20	23
Year 4 – Year 6	20	21	23
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Students at Burnett Heads State School are taught all subjects (English, Maths, History, Geography, Science, The Arts, technology 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 play group which operates along Abecedarian lines is on the school grounds weekly.
Robotics and STEM challenges are also taught and offered to all students.

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Co-curricular Activities

- The Sporting Schools program operates 3 terms per year. Sports include Athletics, soccer, hockey and, multi-skill.
- 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, 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 School Performance Tours 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 is 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# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	100%	100%	80%
this is a good school (S2035)	100%	100%	80%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	90%
their child is making good progress at this school* (S2004)	100%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	70%
student behaviour is well managed at this school* (S2012)	81%	89%	60%
this school looks for ways to improve* (S2013)	100%	89%	80%
this school is well maintained* (S2014)	100%	100%	80%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	96%	97%
they like being at their school* (S2036)	94%	96%	86%
they feel safe at their school* (S2037)	96%	96%	89%
their teachers motivate them to learn* (S2038)	98%	96%	89%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	89%	89%
teachers treat students fairly at their school* (S2041)	94%	88%	81%
they can talk to their teachers about their concerns* (S2042)	98%	88%	72%
their school takes students' opinions seriously* (S2043)	98%	91%	81%
student behaviour is well managed at their school* (S2044)	88%	84%	81%
their school looks for ways to improve* (S2045)	98%	95%	86%
their school is well maintained* (S2046)	96%	96%	84%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	94%	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%	89%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	100%	89%	83%
staff are well supported at their school (S2075)	88%	78%	76%
their school takes staff opinions seriously (S2076)	87%	82%	83%
their school looks for ways to improve (S2077)	100%	94%	76%
their school is well maintained (S2078)	100%	94%	83%
their school gives them opportunities to do interesting things (S2079)	94%	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 an 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 and presentation, the U3A Writers' Group, supporting our writers and support from local social clubs, community groups and businesses.

Respectful relationships programs

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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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	3	7	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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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**
2014-2015	55,369	
2015-2016	12,308	455
2016-2017	8,202	

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.**

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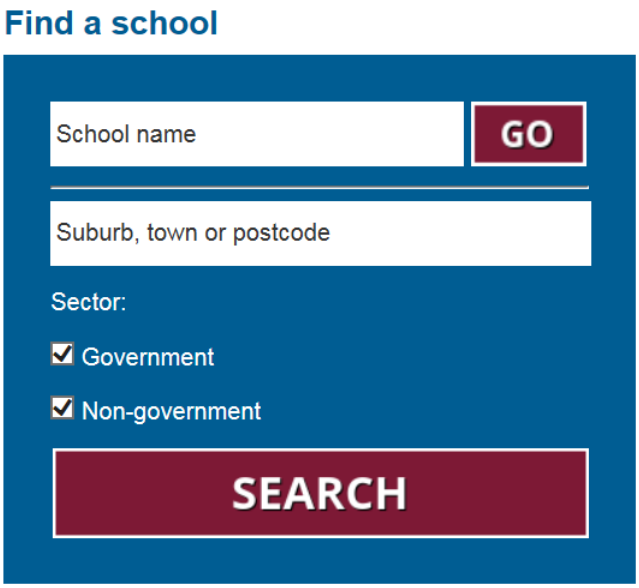

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you 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. Teacher aides are similarly experienced and seek to remain at the school.

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	10	11	0
Full-time Equivalents	9	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**

**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 2017 were $7 447.27 exclusive of TRS replacements

The major professional development initiatives are as follows:

- Early Years Curriculum – AAP
- Robotics and Coding
- Explicit Instruction – Anita Archer – Magic is in the instruction
- North Coast Region Mathematics Cluster
- Sheena Cameron – Writing Strategies
- Classroom Profiling
- Words Their Way Spelling
- SBS Finance Training – for BM
- Curriculum Roadshow

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

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STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	94%

*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 2017 for all Queensland Primary schools was 93%.

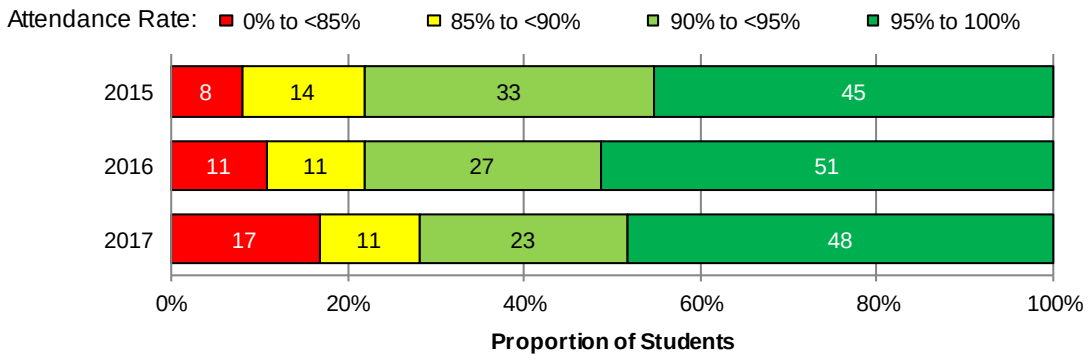
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015	93%	92%	95%	92%	93%	94%	92%						
2016	90%	92%	93%	93%	96%	91%	95%						
2017	95%	93%	90%	92%	92%	93%	91%						

*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 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.

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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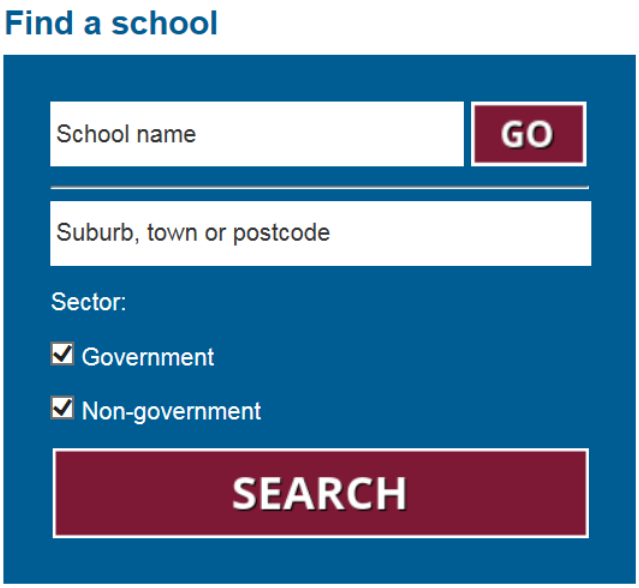

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

In conclusion, Burnett Heads is a wonderful school for students, staff, parents and community members with many opportunities to expand and grow as life-long learners.

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