

Burra Burri State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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*‘Progress
through
Knowledge’*

From the Principal

School overview

Burra Burri State School, established in 1916, is located 57 km north-east of Chinchilla and 42 km north-west of Jandowae. Organised as one multigrade, co-educational class covering Prep to Year 6, we offer quality curriculum programs using the National Curriculum as rolled out by Education Queensland. A central focus on high levels of literacy and numeracy is interwoven throughout all integrated units of study. Specialist coaches are employed for swimming and tennis development and students with learning needs and disabilities are catered for with individualised learning plans. All students are provided with opportunities to develop and then showcase their skills in the areas of academic excellence, sports and cultural activities which include dramatic, choral and instrumental music performances and the display of artwork. Programs involving our neighbouring schools provide opportunities for student interaction and foster proactive secondary school transition. Our open door policy welcomes parent participation and community involvement. Staff, students and parents are satisfied that Burra Burri is a 'good' school.

School progress towards its goals in 2018

The following priorities for Burra Burri State School as outlined in the 2018 School Plan (1S1P) were addressed:

- Explicit Improvement Agenda – The Teaching of Reading
- Teaching and Learning – review and refine whole School Reading Framework
- Staff Capability Development – improve staff capability in the Teaching of Reading
- School Community Relationships – inform parents about the priority of the Teaching of Reading.

Future Outlook

Improvement priorities for Burra Burri State School, as outlined in the 2019 School Plan (1S1P) will address the Teaching of Spelling:

- Explicit Improvement Agenda – The Teaching of Spelling
- Teaching and Learning – review and refine whole School Spelling Framework
- Staff Capability Development – improve staff capability in the Teaching of Spelling
- School Community Relationships – inform parents about the priority of the Teaching of Spelling.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	7	9	8
Girls	3	3	3
Boys	4	6	5
Indigenous			
Enrolment continuity (Feb. – Nov.)	88%	100%	75%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a Pre-Prep program.

Characteristics of the student body

Overview

During 2018, Burra Burri State School provided quality educational services for primary school-aged children living in an isolated, small, rural community. Individual learning styles were considered to offer educational delivery focused on student differentiation. Given the majority of female staff members, a male Tennis Coach was employed to assist as a mentor for our male students. Our male Adopt-A-Cop representative was very generous with his free time and enjoyed working with our students whenever available.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	2	6	2
Year 4 – Year 6	1	3	6

Note: The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Learning Areas based on National Curriculum Resources: English, Mathematics, Science, HASS (Humanities and Social Sciences), The Arts including Music, Dance, Drama, Media Arts and Visual Arts

LOTE (Years P-6): Japanese – eLearning accessed through Capricornia School of Distance Education

Accredited Coaching Programs: Hot Shots Tennis (Weekly), Swimming (Terms 1 and 4)

Teaching Staff with Specific Learning Area Focus: Science, HASS, The Arts

Co-curricular activities

Community Awareness Program: Organised throughout the year and in accordance with our SEMP guidelines, the staff and students productively assisted our school's grounds person to maintain the school and local environment.

Adopt-A-Cop Program: Jandowae Police Officers interacted with our students to encourage positive community attitudes.

ANZAC Day Service: Durong South State School students joined us to commemorate ANZAC Day.

Ecumenical Religious Education Classes: Approved community members conducted lessons six times each semester.

School Choir: All students were members of the school choir which performed at various functions.

Cultural Opportunities: During Semester One, Burra Burri and Durong South students formed a combined choir which performed successfully in the Dalby Eisteddfod in June. Burra Burri hosted the Musica Viva for Schools Performance – attended by 5 neighbouring small schools.

Small Schools Interaction Opportunities:

Small Schools Athletics and Swimming Carnivals at Chinchilla

Athletics Training Day at Monogorilby

Science Day at Warra

Arts Days at Kogan and Brigalow

Tallebudgera Beach School with Jandowae students (students in Years 5 and 6)

How information and communication technologies are used to assist learning

Curriculum Computers: 11 desktop and 5 laptop computers for student/staff use with Windows 8/10 operating systems

Computer Ratio: Timetabled opportunities for students to access computers during teaching and learning sessions

Internet Usage: Research skills highlighted during Science, HASS and The Arts; subscription to ABC

Reading Eggs and Typing Tournament programs for all students

eLearning using Illuminate/Blackboard/Learning Place: LOTE lesson as organised by Capricornia SDE

Learning Place: accessed by staff for mandatory and selected PD opportunities; students for Lesson resources

Ipad Usage: accessed for educational games/activities/fun, photographic memories and during Media Arts lessons

Social climate

Overview

Annually, Education Queensland conducts a survey process to gauge parent, student and staff opinions regarding various aspects of school operations. At Burra Burri State School, all school families, all students in Years 4 to 6 and all staff members were encouraged to complete the 2018 School Opinion Survey.

At Burra Burri State School, we aim to provide a learning environment that is happy, fair, inclusive, equitable and of a high academic standard. The data below is reflective of a caring, supportive and co-operative learning community.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• 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%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• 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)	100%	100%	100%
• 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%	100%
• student behaviour is well managed at this school* (S2012)	100%	86%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	100%	100%
• they like being at their school* (S2036)	DW	100%	100%
• they feel safe at their school* (S2037)	DW	100%	100%
• their teachers motivate them to learn* (S2038)	DW	100%	100%
• their teachers expect them to do their best* (S2039)	DW	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	DW	100%	100%
• they can talk to their teachers about their concerns* (S2042)	DW	100%	100%
• their school takes students' opinions seriously* (S2043)	DW	100%	100%
• student behaviour is well managed at their school* (S2044)	DW	100%	100%
• their school looks for ways to improve* (S2045)	DW	100%	100%
• their school is well maintained* (S2046)	DW	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	DW	100%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• 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%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• 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%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

During 2018, parent and community member participation and involvement was continually encouraged through invitations to attend events which showcased the work of our staff and students.

Activities included:

- P and C Easter Hunt and Community Christmas Tree
- ANZAC Commemorative Service (conducted at the local hall and combined with Durong South State School students)
- Burra Burri QCWA Branch International Day Luncheon (Germany)
- Artistic Displays - Jandowae Show, Chinchilla Show, QCWA International Day, Annual Concert
- Musical Performances - Dalby Eisteddfod, Taralga Retirement Village (performance and BINGO)
- Cultural Performances - Musica Viva (involving six neighbouring small schools)
- Athletics Carnivals - Interhouse (Burra Burri), Small Schools (Chinchilla SHS), Chinchilla District (Jandowae SS)
- Swimming Carnivals - Small Schools (Chinchilla Pool), Chinchilla District (Chinchilla Pool)
- Junior Secondary Transition Program (Chinchilla State High School)
- Annual School Concert and Awards Night (conducted at the local hall)

Respectful relationships education programs

School Rules:

Be Responsible

Be Safe

Be Respectful

Be a Learner

The Burra Burri State School Responsible Behaviour Plan was supports programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The *Burra Burri State School Environmental Management Plan (SEMP)* outlines our environmental vision which encompasses the promotion and development of whole school/community awareness and understanding of environmental sustainability to help reduce our ecological footprint.

Our SEMP focuses on:

- ensuring that sustainability values and principles are embedded into all learning areas
- maximising solar energy capacity as per Ergon Energy criteria – monitoring and refining power consumption
- utilising retractable window awnings to alleviate the use of air conditioning by moderating excess sunlight/heat
- promoting the use of our worm farm and composting strategies
- conserving water usage – watering gardens in accordance with current bore water licence agreement; drinking rainwater using filtered water systems; maintaining dual flush toilets
- enhancing biodiversity – ensuring native trees to encourage birdlife; communicating with local council to ensure weed control maintenance
- inviting community members to be involved with the maintenance of our school grounds and the grounds of the community hall which the school accesses throughout the year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,815	10,214	8,573
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

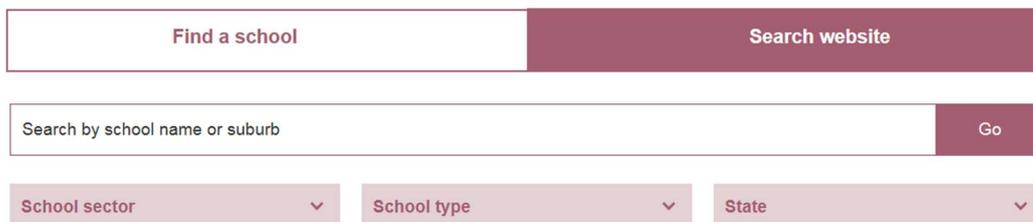
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	4	0
Full-time equivalents	2	1	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	0
Diploma	2
Certificate	0

*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 2018 were \$425.

The major professional development initiatives are as follows:

Teaching Principal: Leadership Training – Business Meetings, Chinchilla Cluster Principals' Network Meetings, Band 5 Professional Learning Community Meetings, Coaching and Feedback Sessions with staff members, OneSchool On-line Training, Finance Training, Band 5 Mentoring of LIKE Principals

Teaching Staff: Workshadowing, Coaching and Feedback with Principal, Area Specific Discussion List interactions, Moderation Opportunities, Michael Carr-Gregg Behaviour Conference

Teacher Aides: Alice Softlink, Computer Technology, Behaviour Modification, BEMIR Training

Administrative Assistant: Finance Training, BEMIR Training

All Staff: Senior First Aid/CPR; Mandatory Training Programs using Learning Place platform; Area Specific Network Meetings

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, **100%** of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	95%	93%
Attendance rate for Indigenous** students at this school	DW	N/A	N/A

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

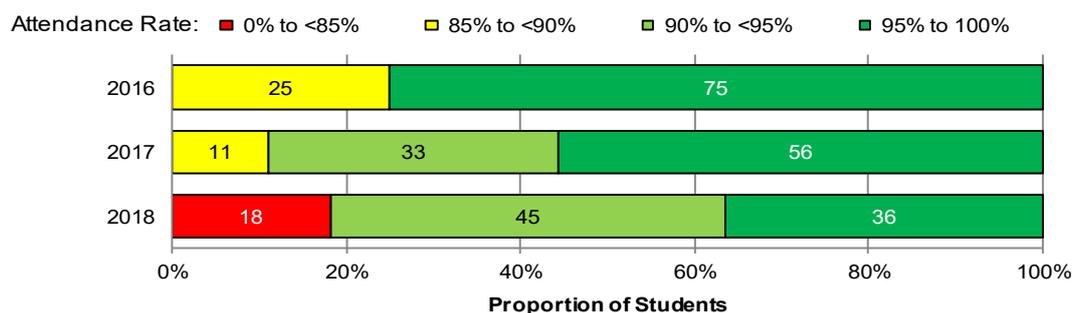
Year level	2016	2017	2018
Prep		92%	
Year 1	DW		96%
Year 2	92%	DW	
Year 3	DW	96%	DW
Year 4	DW	DW	90%
Year 5	DW	DW	90%
Year 6	DW	DW	DW

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At Burra Burri State School, roll marking occurs at the commencement of the morning (0830) and afternoon (1300) sessions of the school day. Parents are encouraged to provide information regarding student absences via telephone, email or personal conversations. If overlooked by parents, contact is made by available staff members. Reasons for absences are recorded in OneSchool. During 2018, parents of the students at Burra Burri State School were consistently diligent in ensuring that their children, when healthy, attended school and made timely contact with the school when absences occurred.

Since 2015, the presentation of an Attendance Medallion to the student with the highest attendance rate has been included in our Annual Concert and Awards Night.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3 and 5.