

Burra Burri State School
Queensland State School Reporting
2013 School Annual Report



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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 Mrs Janet Baldock (Principal)

Principal's foreword

Introduction

During 2013, Burra Burri State School students, who are friendly, cooperative and well behaved young people, were offered opportunities to develop and successfully showcase their academic, social and cultural skills. Staff and community members effectively contributed to the learning environment which fostered a positive, interactive, supportive and academically challenging learning environment.

School progress towards its goals in 2013

The following priorities for Burra Burri State School as outlined in the 2013 School Plan (1S1P) were addressed:

- School pedagogical framework was formalised and documented
- Core learning priority of reading was a key focus
- Implementation of Australian Curriculum continued as per available roll out of resources
- School website continued to be upgraded and inclusive of relevant information

Future outlook

2014 priorities for Burra Burri State School as outlined in the School Plan (1S1P):

- Implement whole school pedagogical practices – actioning Pedagogical Framework ensuring all staff are providing consistent and quality teaching experiences for all students and especially for Junior Secondary transitioning students
- Reading – actioning GRG agreement and focusing on the building of teacher and teacher aide capabilities in explicit teaching of reading practices
- Whole-of-school assessment and data collection – incorporating the Prep Early Screener to provide student base-line data
- Australian Curriculum implementation – update and adapt to suit the school context at Burra Burri State School

Our school at a glance

School Profile

Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	14	6	8	100%
2012	12	6	6	82%
2013	13	8	5	64%

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

Characteristics of the student body:

During 2013, Burra Burri State School provided quality educational services for well-mannered and self-disciplined primary school-aged children living in an isolated, small, rural community and offered invitations to local community members to participate with us in various learning activities.

No students were of Aboriginal and Torres Strait background. However, the school remained affiliated with the Dare to Lead Coalition and continued to embed cultural awareness within our school culture.

The ratio of male to female students remained even throughout the year. Individual learning styles in educational delivery focused on student differentiation. Like-sex classes were organised during *Lifeskills* sessions and a male Tennis Coach was employed as a role model/ mentor for our male students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 7	14	12	11

School Disciplinary Absences

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

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Key Learning Areas: English, Mathematics, Science, Health and Physical Education (HPE), History, SOSE (Studies of Society and the Environment), Technology and The Arts

LOTE (Years 6 and 7): Japanese – elearning accessed through Brisbane School of Distance Education

Accredited Coaching Programs: Swimming (Terms 1 and 4), Hot Shot Tennis (weekly)

Specialist Teaching Staff: Music, Science, Support Teacher: Literacy and Numeracy

Extra curricula activities

Lifeskills Luncheon Program: organised once per term and successfully operated by two talented parent volunteers. With consideration of the Smart and Health Food Choices Strategy guidelines, this program involved all students in Meal Preparation, during which they investigated kitchen hygiene, recipe reading, food preparation, meal and table presentation, table etiquette and the challenge of experiencing foods from different cultures. Birthdays and celebrations of special people and special events were also incorporated in this program.

Lifeskills Handicrafts Program: organised once per term and successfully operated by a talented 'crafty' parent. Aligning with the community values surrounding the importance of 'family', this program involved all students creating gifts to celebrate special calendar events.

Community Awareness Program: organised, as required, throughout the year and in accordance with our SEMP guidelines. The staff and students helped the school groundskeeper to maintain the school and local environment through various grounds improvement and maintenance activities.

Ecumenical Religious Education Classes: conducted monthly by approved community members.

Dalby Choral Eisteddfod: conducted in May. Students in Years 1 – 7 were members of the school choir which successfully competed at the Dalby Eisteddfod, earning first place in the *Schools with an enrolment of less than 100* section.

Senior Leadership Excursion to Tallebudgera Beach School: conducted in March and involved our two Year 7 students.

How Information and Communication Technologies are used to assist learning

Curriculum Computers: 7 desktop and 6 laptop computers for student use with Windows 7 operating system.

Computer Ratio: timetabled 1:1 computers to students ratio for student computer access during Key Learning Areas.

Use of Internet: research skills highlighted during SOSE, Science and LOTE; rote learning opportunities during English and Maths.

eLearning using Illuminate and Blackboard: weekly Japanese lesson as organised by Brisbane School of Distance Education.

Student Yearbook: produced by students to showcase their skills and specific achievements throughout 2013.

Digital Camera and Scanner: available for staff and student

Computer Programs: independent literacy and numeracy skills practice was timetabled during Literacy and Numeracy Blocks

Curriculum Exchange and Learning Place: accessed by staff and students

Social climate

Annually, Education Queensland undertakes a survey process to gauge Parent, Student and Staff opinions regarding aspects of school operations. All school families, all students in Years 4 to 7 and all staff members were asked to complete the 2013 School Opinion Survey. We were very happy with the findings as indicated below.

Burra Burri State School's Responsible Behaviour Plan, which includes a Bus Code of Conduct Plan, supported proactive student behaviours. Positive interactions and an openness to resolve any issues, when necessary, supported a friendly and productive learning environment for all.

Our school at a glance

Parent, student and staff satisfaction with the school

Burra Burri State School aims 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 cooperative learning community. It is a pleasure to work at Burra Burri State School.

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)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
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%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
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)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%

Our school at a glance

their school gives them opportunities to do interesting things* (S2047) 100% 100%

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.

Involving parents in their child's education

During 2013, Burra Burri State School welcomed various levels of parent and community member participation and involvement.

Invitations were extended to all parents and community members for special events which showcased student participation and involvement, including:

- Burra Burri QCWA Branch International Day Luncheon Celebrations (Turkey)
- P and C Easter Hunt
- ANZAC Commemorative Service
- Artistic Displays – Jandowae Show, Chinchilla Show, QCWA International Day, School Concert and Awards Night
- Musical Performances – Dalby Choral Eisteddfod, Taralga Retirement Village Performance and Bingo Morning
- Tennis Trials – District and Regional
- Athletics Carnivals – Interhouse (held at Burra Burri SS), Chinchilla Small Schools (held at Chinchilla SHS), Chinchilla District (held at Jandowae SS), South-West Regional (held at St George SS)
- Swimming Trials – Interhouse (held at Jandowae), Chinchilla Small Schools and Chinchilla District (held at Chinchilla), South-West Regional (held at Miles)
- Cross Country Trials – Chinchilla District (held at Chinchilla)
- Bookweek Celebrations at Chinchilla Municipal Library and Chinchilla Art Gallery
- Volunteers' Year 7/8 Transition Program
- School Concert and Awards Night
- *Fame* Musical Performance, where volunteers were invited to attend
- Community Christmas Tree (organised by P and C)

P and C Meetings were held (3 per semester) and members supported the following:

- Handicrafts Lessons (one per term) with parent volunteers offering instruction
- Provision of Tuckshop on a weekly basis – organised and run by supervised students
- Fortnightly production (when possible) of the school newsletter, *BURRA BURRI BUGLE*, offering information regarding parenting tips and educational resources for purchase to enhance learning at home e.g. Bookclub, Computer Software
- AIP and Budgeting processes

Reducing the school's environmental footprint

The *Burra Burri State School Environmental Management Plan (SEMP)* commenced in 2012 with our environmental vision encompassing the promotion and development of a whole-school/community awareness and understanding of environmental sustainability to help reduce our ecological footprint. **The SEMP focuses on:**

- ensuring that sustainability values and principals are embedded into all Key Learning Areas
- maximising solar energy capacity as per Ergon Energy criteria – monitoring power consumption and refining energy saving practices; utilising newly-established retractable window awnings to moderate excess sunlight/heat entering the classrooms and alleviate the need to use air conditioning
- reducing waste by recycling organic waste and recycling dry waste as appropriate
- conserving water usage – watering gardens in accordance with current bore licence agreement, drinking filtered water from rainwater tanks, maintaining dual flush toilets
- providing ecofriendly toilet paper
- attending Tallebudgera Beach School (Year 6/7 students and Principal) to focus on environmental sustainability
- enhancing biodiversity – ensuring native trees, which encourage prolific birdlife, are planted in the school grounds, communicating with local council to ensure weed control is maintained (specifically *Mother of Millions* control)
- revitalising garden areas, using local rocks, to create areas of interest which require less garden maintenance but are interesting and safe from troublesome wildlife
- inviting community members to be involved with the school garden and community hall environments

	Environmental footprint indicators	
	Electricity (kWh)	Water (kL)
2010-2011	10 481	0
2011-2012	9 966	0
2012-2013	9 474	0

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.



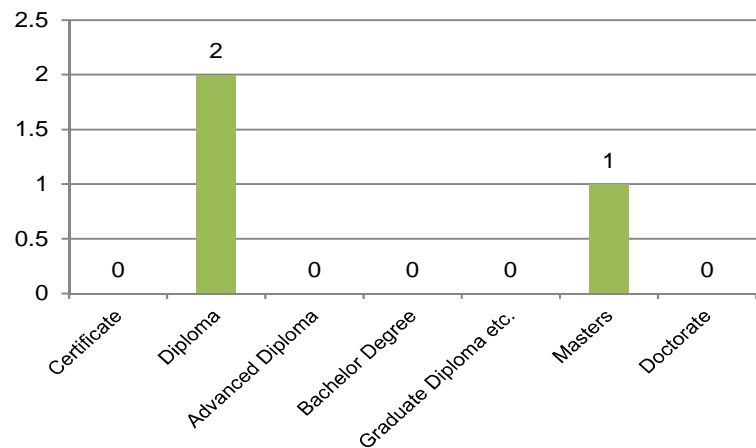
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	3	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	0
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	3



* 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 2013 were \$3 000.00.

The major professional development initiatives are as follows:

Teaching Principal: Leadership Training – Business Meetings, Like Schools Teleconferences, State Principals' Conference (Brisbane), Chinchilla Cluster Principals' Network Meetings, Coaching and Feedback Sessions with Pedagogy Coach, OneSchool Training, Band 5 Mentoring Role to support 'LIKE' Principals, Pedagogical Framework

Music Teacher: Music Conference, Conducting Workshop (organised and attended workshop for District Music teachers), Workshadowsing of Music Colleague (Toowoomba)

Teacher Aides: Alice Softlink Software, Computer Techology, Pedagogy Framework/ Explicit Teaching Skills (work with Pedagogy Coach)

Administrative Assistant: Finance Training – OneSchool, Budget, Corporate Card

All Staff (Relief Teachers, Teacher Aides, Administrative Assistant, Cleaner and Groundsperson): Senior First Aid/CPR Upgrade (as per individual training cycles), Code of Conduct, Student Protection, Asbestos Awareness Training, Area Specific Network Meetings (as requested)

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.	98%	100%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, **100%** 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

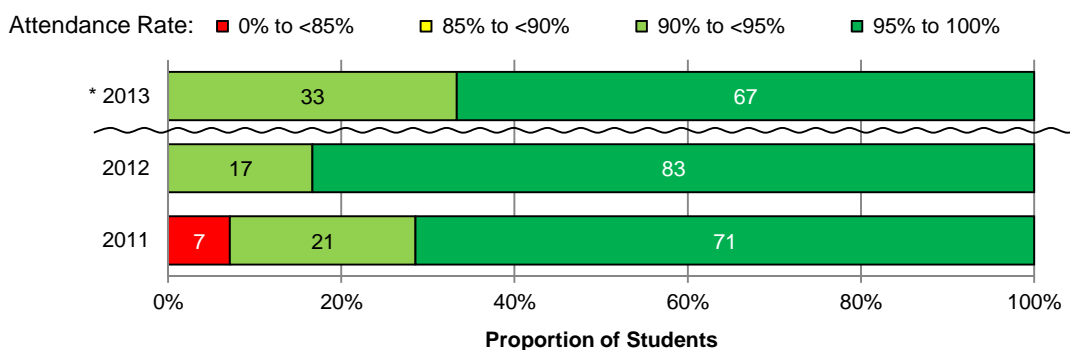
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011		DW	98%		DW	97%	97%
2012	97%		98%	98%		100%	96%
2013		97%		96%	96%		97%

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.

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.

Roll marking at Burra Burri State School occurs at the commencement of the Morning (0830) and Afternoon (1300) Sessions of the school day. Each student is in possession of a *Communication Booklet* as part of their Homework materials. Parents are encouraged to provide information regarding student absences using this booklet or via telephone, email or personal communication. If this is overlooked by parents, contact is made by various staff members. Reasons for absences are recorded in OneSchool for future use if necessary.

During 2013, parents of students at Burra Burri State School were diligent in ensuring that their children attended school and that timely contact was made with the school when absences occurred.

Exemplary attendance was celebrated at our Annual Concert and Awards Night, held in November, when special awards were presented to all students whose attendance registered above the State average.

Performance of our students

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.

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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

As Burra Burri State School has no indigenous students, staff members or community members, there is NO data to reflect *Closing the Gap* achievements.

**'PROGRESS
THROUGH
KNOWLEDGE'**