

# Burra Burri State School

## Queensland State School Reporting

### 2014 School Annual Report



|                |   |
|----------------|---|
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| Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact person | Mrs Janet Baldock (Principal)   |

## Principal's foreword

### Introduction

During 2014, 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. A positive, interactive, productive and academically challenging learning environment was fostered by our professional and supportive staff and community members.

### School progress towards its goals in 2014

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

- School pedagogical framework was actioned
- Core learning priority of reading was a key focus – aligning with the GRG (Great Results Guarantee) funding
- Whole-of-school data assessment and collection processes were refined
- Implementation of Australian Curriculum continued as per available roll out of resources – Geography and History were introduced as per Australian Curriculum guidelines
- School website continued to be upgraded and inclusive of relevant information

### Future outlook

2015 priorities for Burra Burri State School as outlined in the School Plan (1S1P):

- Implement whole school pedagogical practices – actioning Pedagogical Framework and ensuring all staff are providing consistent and quality teaching experiences for all students in all Key Learning Areas
- 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 baseline data and incorporating GRG Agreement strategies
- Australian Curriculum implementation – update and adapt to suit the school context at Burra Burri State School including moderation strategies

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

### Total student enrolments for this school:

|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 12    | 6     | 6    | 82%                                 |
| 2013 | 13    | 8     | 5    | 64%                                 |
| 2014 | 9     | 4     | 5    | 100%                                |

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

### Characteristics of the student body:

During 2014, Burra Burri State School provided quality educational services for primary school-aged children living in an isolated, small, rural community. One student was of Aboriginal background. The school continued its affiliation with the *Dare to Lead Coalition* and with the embedding of cultural awareness within our school culture.

The ratio of male to female students was 5:4 and individual learning styles in educational delivery focused on student differentiation. Given the majority of female staff members, a male Tennis Coach was employed as a role model/mentor for our male students.

### Average class sizes

| Phase                 | Average Class Size |      |      |
|-----------------------|--------------------|------|------|
|                       | 2012               | 2013 | 2014 |
| Prep – Year 7 Primary | 12                 | 11   | 9    |

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |       |
|---------------------------------|--------------------|------|-------|
|                                 | 2012               | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 0                  | 0    | 0     |
| Long Suspensions - 6 to 20 days | 0                  | 0    | 0     |
| Exclusions <sup>#</sup>         | 0                  | 0    | 0     |
| Cancellations of Enrolment      | 0                  | 0    | 0     |

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

**Key Learning Areas:** English, Mathematics, Science, Health and Physical Education (HPE), History, Geography, Technology and The Arts

**LOTE (Years 5, 6, 7):** Japanese – elearning accessed through Brisbane School of Distance Education

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

**Teaching Staff with Specific Key Learning Area Focus:** Geography, History, Music, Science, Support Teacher: Literacy and Numeracy (supported by GRG funding)

### Extra curricula activities

**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 grounds person to maintain the school and local environment through various grounds improvement and maintenance activities.

**Adopt-A-Cop Induction:** Ceremony for Senior Constable Alan Ward

**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, combined with Durong South State School students, successfully competed at the Dalby Eisteddfod, earning first place in the *Schools with an enrolment of less than 100* section.

**Senior Leadership Excursion to North Keppel Island:** conducted in March and offered our Year 7 student the opportunity to interact with students from Chinchilla State School.

**Musica Viva Performance:** hosted by Burra Burri and involving students from Durong South, Monogorilby, Brigalow, Warra and Kogan

**Special Performances/Guest Speakers:** Back Yard League (NRL), Camp Quality

**Whole School Excursion:** organised by P and C members and conducted during December. The excursion encouraged parental involvement and was a celebration of a year of hard work.

### How Information and Communication Technologies are used to assist learning

**Curriculum Computers:** 10 desktop and 3 laptop computers for student/staff use with Windows 7 operating system

**Computer Ratio:** timetabled 1:1 computers to students ratio for student computer access during Key Learning Area sessions

**Internet Usage:** research skills highlighted during Geography, History, Science and LOTE; rote learning opportunities during English and Mathematics; subscription to Reading Eggs Program for all students

**eLearning using Illuminate/Blackboard/Learning Place:** weekly LOTE (Japanese) lesson as organised by Brisbane School of Distance Education

**Student Yearbook:** produced by students to showcase their skills and specific achievements throughout 2014

**Digital Camera and Scanner:** available for staff and student to document student learning

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

**Learning Place:** accessed by staff for mandatory and selected PD opportunities

## Social Climate

Annually, Education Queensland undertakes a survey process to gauge parent, student and staff opinions regarding aspects of school operations. At Burra Burri State School, all school families, all students in Years 4 to 7 and all staff members were encouraged to complete the 2014 School Opinion Survey.

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 learning community that is caring, supportive and cooperative.

## Parent, student and staff satisfaction with the school

| Performance measure  | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree <sup>#</sup> that: |      |      |      |
| 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% |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parent/caregivers who agree <sup>#</sup> that:   | 2012 | 2013 | 2014 |
| 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% | 100% | 100% |
| this school looks for ways to improve* (S2013)   | 100% | 100% | 100% |
| this school is well maintained* (S2014)  | 100% | 100% | 100% |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048)                               | 100% | 100% | 100% |
| they like being at their school* (S2036)  | 100% | 100% | 100% |
| they feel safe at their school* (S2037)   | 100% | 100% | 100% |
| their teachers motivate them to learn* (S2038)                                    | 100% | 100% | 100% |
| their teachers expect them to do their best* (S2039)                              | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 100% |
| teachers treat students fairly at their school* (S2041)                           | 100% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042)                     | 100% | 100% | 100% |
| their school takes students' opinions seriously* (S2043)                          | 100% | 100% | 100% |
| student behaviour is well managed at their school* (S2044)                        | 100% | 100% | 100% |
| their school looks for ways to improve* (S2045)                                   | 100% | 100% | 100% |
| their school is well maintained* (S2046)  | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047)           | 100% | 100% | 100% |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:              | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069)                           |      | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) |      | 100% | 100% |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:                | 2012 | 2013 | 2014 |
| they receive useful feedback about their work at their school (S2071)  |      | 100% | 100% |
| students are encouraged to do their best at their school (S2072)       |      | 100% | 100% |
| students are treated fairly at their school (S2073)                    |      | 100% | 100% |
| student behaviour is well managed at their school (S2074)              |      | 100% | 100% |
| staff are well supported at their school (S2075)                       |      | 100% | 100% |
| their school takes staff opinions seriously (S2076)                    |      | 100% | 100% |
| their school looks for ways to improve (S2077)                         |      | 100% | 100% |
| their school is well maintained (S2078)                                |      | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) |      | 100% | 100% |

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

# 'Agree' represents the 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

Throughout 2014, Burra Burri State School welcomed 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 (Vietnam)
- 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, 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 – Chinchilla Small Schools and Chinchilla District (held at Chinchilla), South-West Regional (held at Miles)
- Cross Country Trials – Chinchilla District (held at Chinchilla)
- Junior Secondary Transition Program
- School Concert and Awards Night
- 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 a parent volunteer 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
- 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 principles 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 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
- promoting use of worm farm and composting strategies
- 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
- 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)
- continuing the revitalisation of our 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 maintenance of our school gardens and community hall environments
- participating in School Waste Education Program (coordinated by Western Downs Regional Council)

| Years     | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2011-2012 | 9,966                              | 0        |
| 2012-2013 | 9,474                              | 0        |
| 2013-2014 | 6,090                              | 0        |

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.

**‘PROGRESS  
THROUGH  
KNOWLEDGE’**

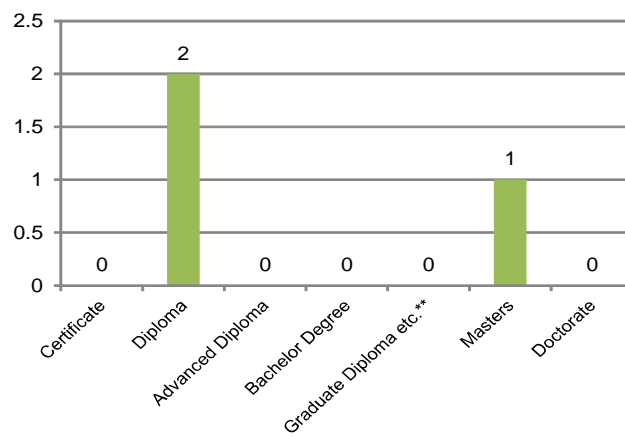
## Our staff profile

### Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 3               | 3                  | 0                |
| Full-time equivalents      | 2               | 1                  | 0                |

### Qualification 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                          |
| <b>Total</b>                | <b>3</b>                   |



\*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 2014 were \$3 000.00.

The major professional development initiatives are as follows:

**Teaching Principal:** Leadership Training – Business Meetings, Chinchilla Cluster Principals' Network Meetings, Coaching and Feedback Sessions with Pedagogy Coach, Oneschool Training, Finance Training, Anita Archer Explicit Teaching Conference, Band 5 Mentoring of 'LIKE' Principals, Irlen Training, QSIL Training

**Teaching Staff:** Workshadows and Mentoring Roles

**Teacher Aides:** Alice Softlink Software, Computer Technology, Explicit Teaching Skills (aligned with Pedagogy Framework)

**Administrative Assistant:** Finance Training – OneSchool Budget, Corporate Card, Purchasing Policy

**All Staff (Teachers, Teacher Aides, Administrative Assistant, Cleaner, Groundsperson):** Senior First Aid/CPR upgrade (as per training cycles, Code of Conduct, Student Protection, Asbestos Awareness Training, Area Specific Network Meetings, Mandatory Training Programs using Learning Place platform)

The proportion of the teaching staff involved in professional development activities during 2014 was **100%**.

| Average staff attendance   | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 100% | 96%  | 98%  |

### 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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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   | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 98%  | 96%  | 95%  |

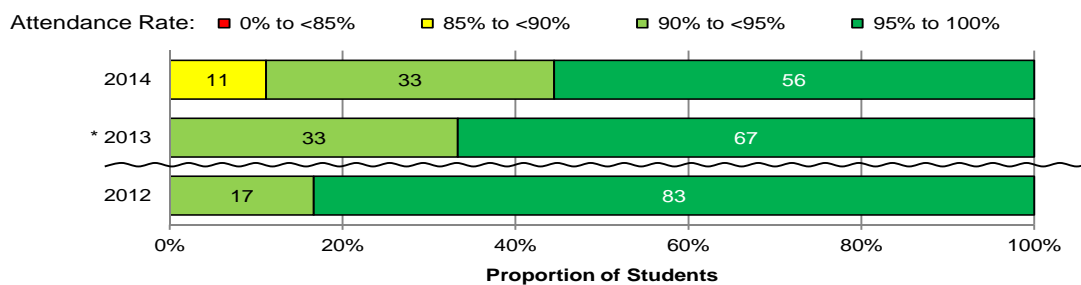
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

|      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2012 | 97%    |        | 98%    | 98%    |        | 100%   | 96%    |
| 2013 |        | 97%    |        | 96%    | 96%    |        | 97%    |
| 2014 | DW     |        | DW     |        | 99%    | 93%    | DW     |

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 after 2012 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 DETE 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) teaching and learning sessions of the school day. Each student has, as part of their Homework gear, a *Communication Booklet*. 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 2014, parents of students at Burra Burri State School were diligent in ensuring that their children attended school when healthy and made timely contact 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.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 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/>.

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## Achievement – Closing the Gap

During 2014, Burra Burri enrolled an indigenous student in Year 7. To maintain student privacy, no data is available to be published to reflect our *Closing the Gap* achievements.