

Burra Burri State School

Queensland State School Reporting

2015 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.
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Principal's foreword

Introduction

During 2015, the friendly, cooperative and well-behaved Burra Burri State School students were offered opportunities to develop and successfully showcase their academic, social and cultural skills. Our professional and supportive staff and community members helped to foster a positive, interactive, productive and academically challenging learning environment.

School progress towards its goals in 2015

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

- School pedagogical framework continued to be actioned
- Core learning priority of reading was a key focus
- Implementation of Australian Curriculum continued as per available roll out of resources – English, Mathematics, Science, Geography and History
- School website – changed to the Websites for Schools format

Future outlook

2016 priorities for Burra Burri State School, as outlined in the School Plan (1S1P):

- Whole school pedagogical practices across all Key Learning Areas – providing consistent and quality learning experiences for all students
- Reading and Writing – actioning our I4S agreement and focusing on the building of teacher and teacher aide capabilities in explicit teaching in these areas.
- Australian Curriculum implementation – upgrade and adapt to suit the multi-age school context at Burra Burri State School

'CELEBRATING 100 YEARS'

10 September 2016

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	13	8	5		64%
2014	9	4	5	1	100%
2015	8	5	3		100%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

During 2015, Burra Burri State School provided quality educational services for primary school-aged children living in an isolated, small, rural community. To support the embedding of cultural awareness within our school culture, affiliation with the *Dare to Lead Coalition* continued. 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 as a role model/mentor for our male students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 7 (Year 6 in 2015)	11	9	8

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Learning Areas based on National Curriculum Resources: English, Mathematics, Geography, History and Science

LOTE (Years 4, 5, 6): Japanese – eLearning accessed through Brisbane School of Distance Education

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

Teaching Staff with Specific Learning Area Focus: Geography, History, Music, Science, Writing

Extra curricula activities

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

Adopt-A Cop Program: students interacted with our local police force members to adopt positive community attitudes

Ecumenical Religious Education Classes: conducted three times each semester by approved community members

Dalby Choral Eisteddfod: In May, our senior choir members performed in the Dalby Eisteddfod, gaining first place in the Folk Singing Section (Schools with an enrolment of less than 100) and second place in the Hymn Singing Section (Schools with an enrolment of less than 100).

School Choir: By Term 4, all students were members of the school choir.

Cultural Opportunities: Musica Viva for Schools (Durong South), Fame School Performance and Japanese Gardens (Toowoomba)

Whole School Excursions: Numinbah Valley Environmental Education Centre (4 days); Brisbane Museum (Dinosaurs Alive)

How Information and Communication Technologies are used to improve learning

Curriculum Computers: 11 desktop and 1 laptop computer for student/staff use with Windows 7 operating system

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

Internet Usage: research skills highlighted during Geography, History, Science and LOTE; English – subscription to ABC

Reading Eggs program for all students

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

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

Computer Programs: learning opportunities to consolidate English and Mathematics skills

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

Social Climate

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 2015 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 learning community that continues to be caring, supportive and cooperative.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# 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%
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%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
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# that:	2013	2014	2015
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# that:	2013	2014	2015
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%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Parent and Community Engagement

During 2015, parent and community member participation and involvement was continually encouraged through invitations to attend events which showcased the work of our students.

Activities included:

- Whole School Camp to Numinbah Valley Environmental Education Centre
- P and C Easter Hunt (at Numinbah Valley EEC)
- ANZAC Commemorative Service (conducted at the local hall)
- Burra Burri QCWA Branch International Day Luncheon (English Midlands)
- Artistic Displays – Jandowae Show, Chinchilla Show, QCWA International Day, Annual Concert and Awards Night
- Musical Performances – Dalby Eisteddfod, Taralga Retirement Village (performance and BINGO), Musica Viva
- Tennis Trials – District and Regional
- Athletics Carnivals – Interhouse (Burra Burri), Small Schools (Chinchilla SHS), Chinchilla District (Chinchilla SHS)
- Junior Secondary Transition Program (Chinchilla and Dalby State High Schools)
- Day Excursion to Brisbane Museum to experience the *Dinosaurs* exhibit
- Annual School Concert and Awards Night
- Community Christmas Tree (P&C function)

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.

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 power consumption and refining energy saving practices
- utilising retractable window awnings to moderate excess sunlight/heat entering the classrooms and to alleviate the use of air conditioning
- installing new air conditioning units with temperature indicators in the classroom, library and office areas
- promoting use of our worm farm and composting strategies
- conserving water usage – watering gardens in accordance with current bore water licence agreement; drinking filtered rainwater; maintaining dual flush toilets
- providing ecofriendly toilet paper
- 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 community hall environment

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	9,474	0
2013-2014	6,090	0
2014-2015	7,272	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’**

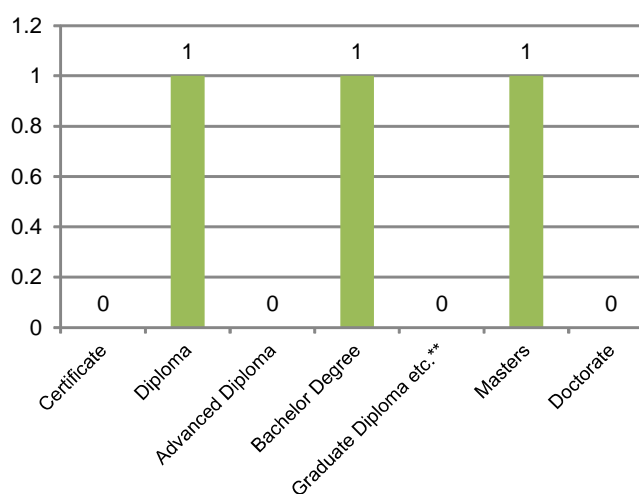
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	3	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	1
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 2015 were \$5 000.

The major professional development initiatives are as follows:

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

Teaching Staff: Workshadowing, Coaching and Feedback with Principal, Area Specific Discussion List interactions

Teacher Aides: Alice Softlink, Computer Technology, Behaviour Modification

Administrative Assistant: Finance 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 2015 was **100%**.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	100%

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 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	96%	95%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	DW

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

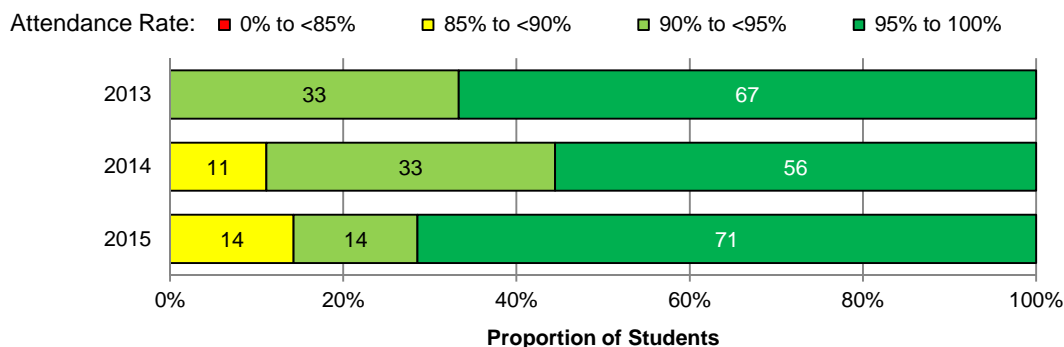
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%		97%		96%	96%		97%					
2014	94%	DW		DW		99%	93%	DW					
2015		95%	DW		DW		100%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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 using their child's *Communication Booklet*, which is a component of each child's homework gear, or 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 2015, parents of 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.

Exemplary student attendance was celebrated at our Annual Concert and Awards Night held in Term 4, 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 and 5.

In 2015, there were no Year 3 or Year 5 students enrolled at Burra Burri State School during the NAPLAN testing period.

Reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at <http://www.myschool.edu.au/>. To access 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.

Due to cohort size, our student data is withheld to ensure confidentiality.

Find a school

Sector:

Government

Non-government

Where it says '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 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.