Burra Burri State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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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 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 high school transition. Our open door policy welcomes parent participation and involvement. Staff, students and parents are satisfied that Burra Burri is a 'good' school.

Principal's Foreword

Introduction

During 2017, students at Burra Burri State School were engaged in positive, interactive and academically challenging learning environments which were fostered by our professional and supportive staff and community members.

School Progress towards its goals in 2017
The following priorities for Burra Burri State School as outlined in the 2017 School Plan (1S1P) were addressed:
- Explicit Improvement Agenda – The Teaching of Writing
- Teaching and Learning – review and refine whole School Writing Framework
- Staff Capability Development – improve staff capability in the Teaching of Writing
- School Community Relationships – keep parents informed about the priority of the Teaching of Writing

Future Outlook
2018 improvement priorities for Burra Burri State School, as outlined in the School Plan (1S1P) will address the Teaching of Reading:
- 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 – keep parents informed about the priority of the Teaching of Reading

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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	8	5	3		100%
2016	7	3	4		88%
2017	9	3	6		100%

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
During 2017, 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 as a mentor for our male students.

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	2	2	6
Year 4 – Year 6	2	1	3

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, Visual Arts
LOTE (Years 4-6): Japanese – eLearning accessed through Brisbane School of Distance Education (Brisbane SDE)
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.
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: In June, the senior students of the school choir performed successfully in the Dalby Eisteddfod. 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, Science Day at Warra, Arts Days at Kogan and Brigalow.

How Information and Communication Technologies are used to Assist 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 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 Brisbane SDE
Learning Place: accessed by staff for mandatory and selected PD opportunities; students for Lesson resources

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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 2017 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
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%	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%	100%	86%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

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

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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 2017, parent and community member participation and involvement was continually encouraged through invitations to attend events which showcased the work of our students.

Activities included:
- P and C Easter Hunt and Community Christmas Tree
- ANZAC Commemorative Service (conducted at the local hall)
- Burra Burri QCWA Branch International Day Luncheon (Nepal)
- Artistic Displays – Jandowae Show, Chinchilla Show, QCWA International Day
- Musical Performances – Dalby Eisteddfod, Taralga Retirement Village (performance and BINGO)
- Cultural Performances - Musica Viva
- Athletics Carnivals – Interhouse (Burra Burri), Small Schools (Chinchilla SHS), Chinchilla District (Chinchilla SHS)
- 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 programs
The Burra Burri State School Responsible Behaviour Plan supports 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	0	0	0
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 *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 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

• promoting the 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

• 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	7,272	
2015-2016	10,815	
2016-2017	10,214	

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.**

Find a school

School name [   ] **GO**

Suburb, town or postcode [   ]

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	0
Diploma	2
Certificate	0

*Teaching staff includes School Leaders
**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 $2 670.

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

The major professional development initiatives were 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-lineTraining, Finance Training, Band 5 Mentoring of LIKE Principals
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 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.	100%	100%	97%

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 2017.

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Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	97%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	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.

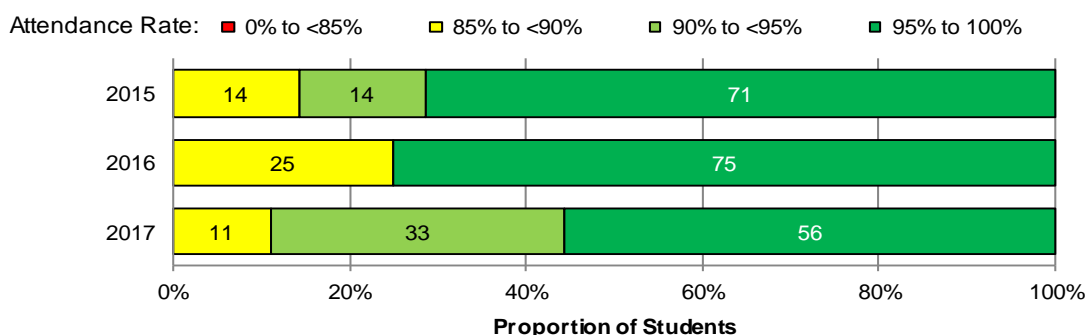The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015		95%	DW		DW		100%
2016		DW	92%	DW	DW	DW	DW
2017	92%		DW	96%	DW	DW	DW

*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:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year		
2015	14	14	71
2016	25		75
2017	11	33	56

Proportion of Students

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 2017, 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.
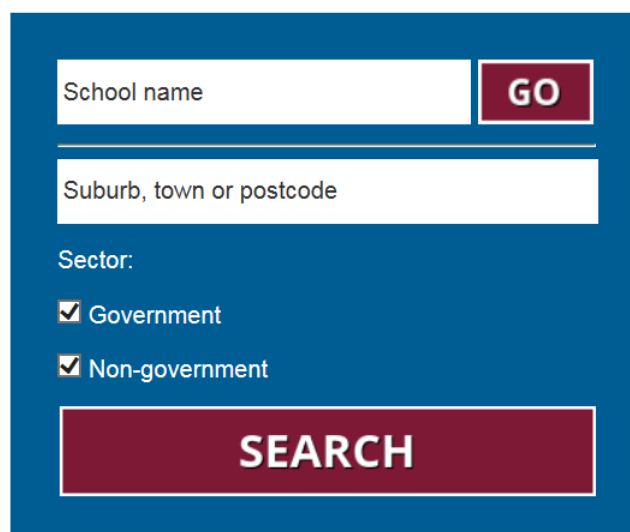
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NAPLAN

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/.

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

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.**

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 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.

'PROGRESS THROUGH KNOWLEDGE'