

QUEENSLAND STATE SCHOOL REPORTING - 2010

Burrowes State School (1966)

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Principal's foreword

Introduction

This report gives our community and visitors a snapshot of our school during 2010. By perusing the following pages you will see the involvement of students, staff and parents in a diverse range of academic, cultural and sporting activities throughout the year, and the excellent results they have achieved.

Burrowes State School has proudly served the community since 1987. Our school strives to provide a safe and supportive educational environment and a curriculum that is responsive to the needs of each student, promoting high expectations and strong academic improvement for all.

School progress towards its goals in 2010

- 1. Improved performance in Literacy and Numeracy and Science.*
- 2. Implement recommendations of Teaching and Learning Audit*
- 3. Implementation of QCAR and QCATS*
- 4. Implement Responsible Behaviour Plan*
- 5. Implement BER initiatives*

Future outlook

**Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.*

** implementation of National Curriculum and LOTE.*

**A comprehensive NAPLAN strategy that is transparent and focussed firmly on school improvement.*

**Closing the Gap on indigenous and non-indigenous student performance.*

**Implementation of developing Performance Plans for administrators and teaching staff.*

**Consolidation of One school as the operational environment for school data, plans and financial operations.*

**Utilisation the National Partnership (low SES) agreement to enhance school performance in areas of Academic Improvement, Engagement, Formative years development, Wellbeing and Positive Proud Schooling*

**Commencement of involvement in School Wide Positive Behaviour Support to improve behaviour and recognition of positive behaviour across the school community*

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: P-7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 - Nov 2010)
708	362	346	86%

Characteristics of the student body:

Burrowes State School established in 1987, is located on the outskirts of Brisbane in an urban setting and is part of Logan Beaudesert District of Education within the South East Region. Our student population consists of approximately 720 students from varying cultural backgrounds including South East Asia, New Zealand and Pacific Islands. 10% of students surveyed in the AEDI school profile (2009) were ESL students, speaking languages other than English at home. Approximately 6% of our students identify as indigenous Australians who maintain an 87% attendance rates. Burrowes State School currently has a Special Needs Learning Centre (SEP), supporting approximately 75 students with varying disabilities. 98% of families of Burrowes State School are in the bottom quarter of the Socio-Educational Advantage Community Index and mostly live within walking distance to the school.

Burrowes State School is growing in population and with continued level of growth the school will see an extra class being enrolled each year. Discussions with and planning documents presented by members of the Logan City Council, indicate that the possible growth rate of the school, in line with current land and housing development may see the school exceed these predictions by a considerable amount. Possible estimates, currently being compiled with council assistance indicate that by the conclusion of the 2012 school year, Burrowes may have a population in excess of 900 students.

Our school has an image of 'tough' behaviour issues, however, data indicates that a very high percentage of our students are respectful and well behaved within and beyond the school gate. We believe that there is a strong need to recognise and celebrate these achievements while assisting those who are displaying difficulty within the system.

Staff morale at the school is an important driver for the curriculum and achievements of our students and as such we are determined to create a positive environment of shared vision and leadership to ensure transparent decision making is valued and staff realise that they make a great difference to the children in our care. Zoning in on the 'potential' within our school – including staff, community and students, is the key to the growth and development of our journey.

Our school at a glance

Class sizes - Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On under target	or Under Target	On Target	Over Target
Prep - Year 3	24	93%	50%	43%	7%
Year 4 - Year 10	26	100%	100%	0%	0%
Year 11 - Year 12					
All Classes	25	96%	75%	21%	4%

School Disciplinary Absences:

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	328
Long Suspensions - 6 to 20 days	13
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

The principles of effective teaching and learning underpin Burrowes State School's educational programs from Prep through to

Year 7. Single class and composite groupings are used across the eight year levels.

A range of intervention programs is provided to cater for students with specialized learning support needs. These include

services from the following:

- * Special Education Program*
- * Support Teachers Learning Difficulty*
- * Advisory Visiting Teachers (ESL, Hearing Impairment)*
- * Guidance Officer*
- * Behaviour Advisory Team*
- * Speech & Language Pathologist*

Extra curricula activities

Burrowes State School meets the diverse needs of its students and community and has developed productive partnerships with the school community. School initiatives have included:

- * A school breakfast program*
- * A variety of clubs including chess, environment, art, science, technology, German, sewing, drama, skipping, book and computer.*
- * A Student Council, school leadership positions including school captains, and leadership skill development for Year 7 students*
- * A Healthy Community - Healthy Families project to ensure school readiness of children from birth to five years old.*

How Information and Communication Technologies are used to assist learning

We use ICTs as a tool to enhance student learning outcomes at Burrowes.

Every classroom in P-3 has a Smartboard and computers which enable access to the internet.

Every classroom in Yrs 4-7 has a roof mounted data projector and networked computer.

Our school at a glance

Two computer labs, one with sixteen computers and the other with twenty-seven computers are in daily use at the school. All classrooms have timetabled access to these labs where cross-curricular ICT skills are taught and modelled.

All Year 7 students use a laptop computer for a majority of their regular daily studies.

Social climate

A focus of the school is the provision of an inclusive, nurturing and supportive learning environment. Everybody has the right to be safe at our school. Students are encouraged to develop responsibility for their own learning, to achieve their maximum potential and to respect the rights of others to learn. Social skills are taught explicitly in all year levels through the You Can Do It program with specific focus on:

Resilience

Persistence

Confidence

Organisation

Getting along

Opportunities for student leadership are provided through a School Council and Buddy Rangers program

Parent, student and teacher satisfaction with the school

<i>Performance measure</i>	<i>Result 2010</i>
<i>Percentage of parents/caregivers satisfied that their child is getting a good education at school</i>	76%
<i>Percentage of students satisfied that they are getting a good education at school</i>	82%
<i>Percentage of parents/caregivers satisfied with their child's school</i>	67%
<i>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</i>	36%
<i>Percentage of staff members satisfied with morale in the school</i>	62%

Commentary

Analysis of the individual survey response items in 2010 indicates that:

**Our parents are satisfied that their children are getting a good education at this school and with the school in general*

** Our students have maintained a strong level of satisfaction in the area of gaining a good education at Burrowes State School. This level is within the range achieved over the past three years*

**Staff has demonstrated a reasonably low level of satisfaction with the professional development opportunities offered in 2010. This is a level that has reduced over the past three years and will be addressed in 2011*

**Staff morale is satisfactory, but clearly could be improved in 2011*

Gains made in opinion of both school and learning climates in 2009 have been maintained in 2010.

Our school at a glance

The school did not meet its targets in relation to parents/caregivers perceptions that this is a good school and that their child was getting a good education at Burrowes, but will continue to focus on improvement in this area.

Involving parents in their child's education.

Our school openly welcomes family involvement at school. There are a number of strategies used to involve parents in their child's education. We have an open door policy to classrooms with most classrooms utilising parent volunteer help. Parents and community members are encouraged to support our school through:

- * Parent information sessions*
- * Parent interviews for reporting each semester*
- * Classroom volunteer activities*
- * Class culminating activities*
- * Under 8's Day celebration*
- * Walk safely to school mornings*
- * Arts Council performances*
- * Assemblies*
- * Sports fun days (Athletics, Cross-Country)*
- * School discos*
- * Year 7 Graduation*
- * Bush Dance*
- * Involvement in P & C activities*

Reducing the school's environmental footprint

At Burrowes State School we have actively endeavoured to reduce our environmental footprint. This task has proven somewhat difficult due to the continuous increase in costs associated with these utilities. We have worked with the students and community, utilising the following strategies:

*proactively pursuing the policy of lights off as you leave and not leaving computers and ICT devices on standby

*quickly addressing any water issues including leaking taps and 'running' toilets

*promoting student awareness through classroom programs and lunchtime activities

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	Water KL	Gas MJ
2010	\$60,484	\$25,030	\$19,393	\$1,638	\$5,850	\$0	\$8,573	117,512	2,709	0
2009	\$51,408	\$22,026	\$0	\$0	\$7,259	\$0	\$22,123	4,145	1,670	0
% change 2009 - 2010	18%	14%	N/A	N/A	-19%	N/A	-61%	2735%	62%	N/A

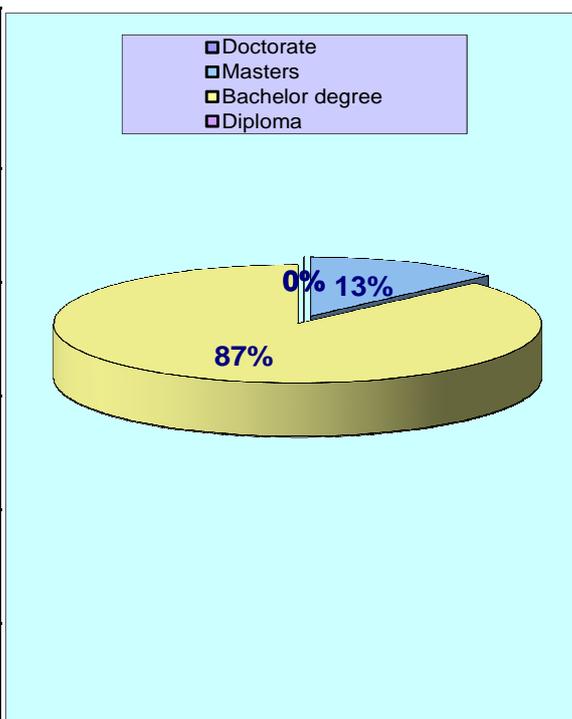
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	54	28	<5
Full-time equivalents	46	18	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	47
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development was \$20 134 (12.23% of school grant)

The major professional development initiatives are as follows:

- * Maths (First Steps/early years)*
- * ICT (Pedagogical Licence/Learning)*
- * Social Emotional Support (You Can Do It program/ bullying/cyberbullying)*
- *English (Phonological awareness/Literacy Training)*
- *Indigenous Education (Dare to Lead/Everybody's Business)*
- * Gifted education*

The involvement of teaching staff in professional development activities during 2010 was 78 %

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 91% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	92%	92%	93%	93%	91%	91%					

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.

Marking of Rolls...

- Rolls are marked by teachers twice daily, each morning and again after lunch break.
- Codes are used to identify the reason for the absence
- Rolls are collected daily by the office daily for absences to be recorded on OneSchool / SMS
- Unexplained absences are followed up by office staff.

Following up on absences...

1. Roll date is entered onto OneSchool / SMS each day
2. At the end of each week a consecutive absences report is generated. This report shows absences of 3 days or longer
3. Absences are investigated through:
 - Contact the class teacher to see if they have been notified by parents
 - Consult SDA register

- *Contact parent*

4. If genuine reasons for absence are determined the

- *Electronic roll is corrected with the new absence code*
- *A notation is made on the students file.*

5. If either no reason or an inadequate reason is given for an absence or pattern or concern is apparent, the Principal is notified

6. The Principal then:

- *Contacts the family to discuss attendance problem*
- *Development of individual support plan to encourage attendance*
- *Recommendation for external support for families*
- *Utilises the EQ 'Compulsory Schooling' enforcement letter process*

7. Records are maintained in

- *OneSchool*
- *Absenteeism File*

Performance of our students

Achievement - Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 whose NAPLAN results 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 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

ATTENDANCE

The attendance data for indigenous children indicates that our indigenous students are attending at a less frequent rate than our non-indigenous students. These children were identified through the general processes utilized to manage attendance. Our indigenous coordinator also utilised her relationships with some of our indigenous families to improve attendance. In 2011 the indigenous teacher aide will encompass monitoring and following up attendance as part of her community support role.

ACHIEVEMENT

The NAPLAN results for our school including 2010 indicate that we have lessened the gap between indigenous and non-indigenous students in the academic areas of writing and numeracy. An area of focus in 2011 will be improvement in reading.

ENROLMENT

Our enrolment data indicates that 6% of the school population identified as indigenous. The movement of these children outside usual times(end of year, term) is slightly higher than that of our non-indigenous cohort. In 2011 discussions will be held with parents to promote value in 'Staying Put'.