

Our school at a glance



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

This report gives our community and visitors a snapshot of our school during 2011. 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 2011

In 2011, in line with our commencement within the National Partnership (Low SES) program we established key areas of improvement for our school with our staff, parents and students.

This was divided into three key areas. These were displayed across our school, discussed, reviewed and refined within all facets of our school.



Within each of these key areas our school implemented a number of clearly defined and specific strategies to support our improvement. Some of these include:

Academic Improvement

☺ Establishment of School Curriculum Team to enhance school programs and prepare for introduction of ACARA

■ Juncture representatives selected in areas of Maths, Science and English to meet fortnightly to discuss benchmarking programs, resourcing and key areas for improvement

■ Completion of PAT testing, and analysis of results for Yr 3-7. Development of 'Gaps' program to assist teachers to work on specific skill development areas.

☺ Establishment of curriculum mentors – to specifically develop programs and provide teaching support for colleagues across the year levels

☺ Review and realignment of school benchmarking programs

☺ Development of new reading benchmark systems to support development, implementation and monitoring of individual goals in reading for all students from Prep –Yr 7

☺ Development of intervention and support programs for students identified with oral language, reading, writing and maths needs

☺ Development and implementation of Gifted and Talented and Sparks Programs to support students with who are Gifted and Talented or require curriculum extension

☺ 'Closing the Gap' on indigenous student academic performance across all year levels

Our school at a glance

☺ Provision of 'professional reading' time and readings for teachers to assist teachers in maintaining 'currency' of latest theories in education, enhancing understanding of working in low SES schools, and opportunities to utilize 'best practice' examples within our school

☺ Development of 'Principal's Challenge' for students in maths in Term 3 to reinforce focus on numeracy across year levels

Behaviour Improvement and Positive Recognition

☺ Establishment of the Schoolwide Positive Behaviour Support Program team to commence school's involvement in statewide program to assist in student behavior positive recognition

☺ Commencement of SWPBS across school including development of clear community agreed upon rules for the school and appropriate recognition for students who make positive choices at school

Community Connections

☺ Continued development of playgroup for local families to assist in early development of literacy and numeracy skills

☺ Development of a 'pre-prep' program in Term 4 to assist students who are enrolling into Burrowes in 2012

☺ Establishment of school based teams to assist in community involvement within the school

☺ Utilizing 'oral interviews' at the commencement of Terms 1 and 3 to involve parents in the academic improvement program being implemented for their children at our school.

☺ Artist in residence

☺ Liaison with QPAC

☺ Griffith Uni connections – "Launch into Life" program Yr6

Future outlook

The significant improvement we showed in 2011 inspired our school to continue our strong improvement agenda in 2012. The key areas identified in 2012 include:

Our school at a glance

CURRICULUM 2 CLASSROOM	GOAL SETTING	COMMUNITY
STUDENTS MATTER	BURROWES SS JOURNEY  	BEHAVIOUR
INDIGENOUS EDUCATION	QUALITY TEACHING	FORMATIVE YEARS

<p>Curriculum 2 Classroom</p> <ul style="list-style-type: none"> • Introduction of national curriculum – English, Science and Maths <p>Implementation of C2C to support ACARA across the school</p>	<p>Goal Setting</p> <ul style="list-style-type: none"> • Realignment of maths goal setting program • Staff professional development in writing to include in goal setting <p>Continuation of newly established Reading goal setting program</p>	<p>Community</p> <ul style="list-style-type: none"> • Continued close liaison with P and C to promote parent involvement • Key celebration of 25 years of schooling at Burrowes <p>Introduction of Principal's Challenge for families to promote community involvement</p>
<p>Student Matters</p> <ul style="list-style-type: none"> • Attendance management and recognition program • Support programs – SEP, intervention, G and T • Principal's Challenge 	<p>Burrowes State School Key Improvement Areas 2012</p>	<p>Behaviour</p> <ul style="list-style-type: none"> • Employment of Positive Support Co-ordinator • Extension and refining of positive recognition <p>Commencement of classroom programs</p>
<p>Indigenous Education</p> <ul style="list-style-type: none"> • ATSIPS training • Employment of Indigenous support aide • Development of individual profiles for identified students 	<p>Quality Teaching</p> <ul style="list-style-type: none"> • Developing Performance Plans for staff • Administration classroom curriculum visits and feedback <p>Professional readings</p>	<p>Formative Years</p> <ul style="list-style-type: none"> • Strive and Vocabulary programs • Playgroup <p>Parent support programs</p>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
722	375	347	90%

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 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 7% of our students identify as indigenous Australians who maintain a 92% attendance rate. Burrowes State School currently has a Special Needs Learning Centre (SEP), supporting approximately 65 students with varying disabilities. 46% 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 extra classes being enrolled in future years. 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. Of course the move of Year 7 to high school will reduce the impact of the overall growth in our school.

Our school, like most schools in our area, 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 2011

Phase	Average Class Size
Prep – Year 3	24.3
Year 4 – Year 10	25.2
All Classes	24.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	210
Long Suspensions - 6 to 20 days	5
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

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:

- * Teaching and Learning mentors – English, Mathematics, Science
- * Gifted and Talented Program
- * Special Education Program
- * Support Teacher Literacy and Numeracy
- * Advisory Visiting Teachers (Physical impairment, ESL, Hearing Impairment)
- * Guidance Officer
- * Behaviour Advisory Team
- * Speech & Language Pathologist
- * Indigenous Health personnel
- * School Chaplain
- * Visiting school nurse

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, table tennis, cricket 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.
- * My Time – a support group for parents of children with disabilities
- * Homework Club
- * Before school program for all children

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 computers.

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-

Our school at a glance

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.

The introduction of School Wide Positive Behaviour Support in 2011 has seen our school community clearly establish 4 key rules for our school:

I am safe

I am a learner

I am responsible

I am respectful

Children are taught the meaning of these rules and 'what they look like' within our school. All members of our community articulate these rules. Children who make positive choices by demonstrating their use of these rules are recognised with 'Gotchas'.

Attached to the 'gotcha' is a complete positive program that supports classes of children and each individual child in our school.

Social skills are also 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

Our school at a glance

Parent, student and teacher satisfaction with the school

Our overall results in the School Opinion Survey in 2011 reflected our year of hard work. In several of the areas mentioned below we showed little variance with levels staying within 5% of last year's results. In two key areas we have improved significantly. Staff morale has risen by 20% in 2011 and staff PD opportunities have risen by 17%. As part of our data reflection we have looked at all areas of our surveys and have determined that while 2011 has shown strong improvement in staff and parent responses we need to continue to work with students to assist in their knowledge of workings of the school as a whole.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	73%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	83%

DW – Data withheld

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 some 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 (Terms 1 and 3)
- * parent support programs – support a talker, Ready Reader
- * Classroom volunteer activities
- * Class culminating activities
- * Under 8's Day celebration
- * Walk safely to school mornings
- * Arts Council performances
- * Assemblies

Our school at a glance

- * Sports fun days (Athletics, Cross-Country)
- * School discos
- * Year 7 Graduation
- * Bush Dance
- * Involvement in P & C activities

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011, at Burrowes we took a number of major steps forward in reducing our carbon footprint. We ensured that energy efficient fluorescent tubes were used across the school and prioritised any repair and maintenance issues that linked to water or electricity use.

We also involved our staff and students in the ownership of our footprint in 2011, with the introduction of 'Waste Warriors'. Two of our teachers who were science juncture representatives were involved in regional sustainability plan training, which they then developed and presented to staff. These teachers then also presented to our students every week on parade. In term 4 our students started a program called Waste Warriors where they would monitor lights, computers etc being turned off during break times. One class per week was then awarded the Waste Warrior Trophy for being the most energy conscience.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	130,176	1,834
2010	117,512	2,709
% change 10 - 11	11%	-32%

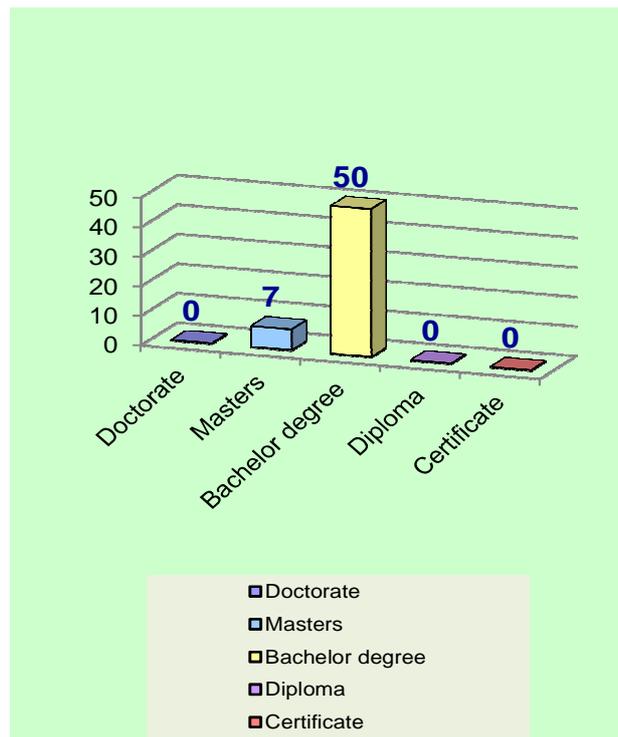
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	29	<5
Full-time equivalents	48	20	<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	50
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$85886.

The major professional development initiatives are as follows:

- * Introduction to National Partnerships
- * First Steps – Number
- * SWPBS
- * Essential Skills
- * Australian Curriculum
- * Earth Smart Science
- * Cybersmart – safety for students
- * Pat Testing – procedures and data analysis
- * Goal Setting
- * Fountas and Pinnell
- * EATSIPS
- * Mind Matters
- * Poverty Training
- * SEAM Training
- * Differentiation
- * Gifted and Talented
- * My HR
- * Radical Leadership
- * Curriculum mentors program - junctures

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

Proportion of staff retained from the previous school year

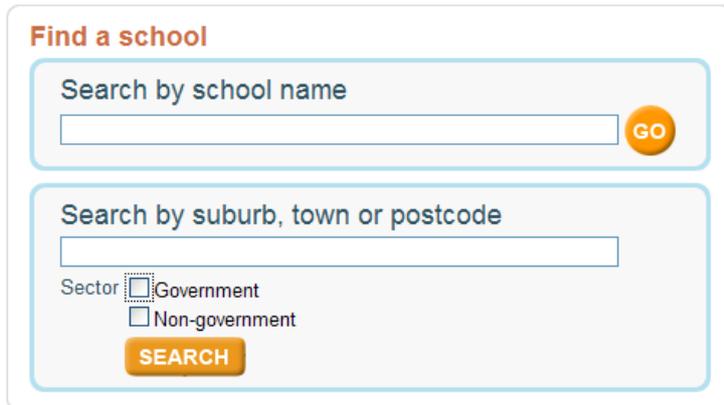
From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 school year.

Our staff profile

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**.



The screenshot shows a search interface titled "Find a school". It contains two search sections. The first section is "Search by school name" with a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode" with a text input field, two radio buttons for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

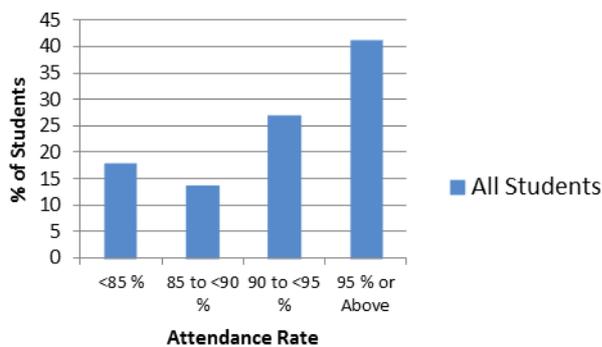
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	90%	93%	93%	93%	93%	91%

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 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.

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Performance of our students

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 Administration team 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

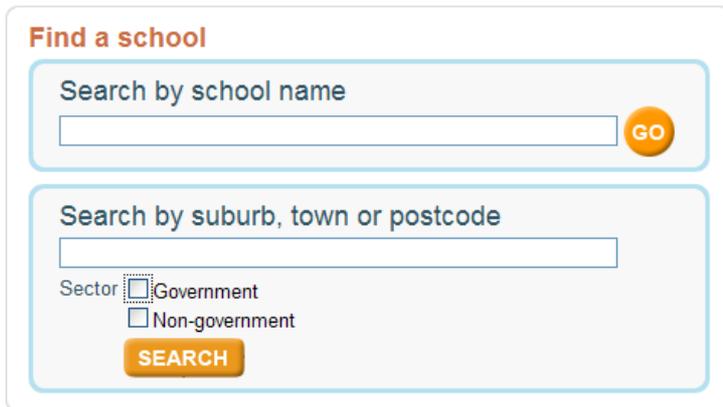
- OneSchool
- Absenteeism

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/>.

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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

ATTENDANCE

The attendance data for indigenous children indicates that our indigenous students are attending at a slightly less frequent rate than our non-indigenous students. From 2008 onward, however our indigenous student attendance has shown consistent improvement to be within 2% of our average attendance rates. Children who were identified through the general processes utilized to manage attendance were monitored and the indigenous teacher aide followed up attendance as part of her community support role.

ACHIEVEMENT

The NAPLAN results for our school in 2011 indicate that we have reversed the gap between indigenous and non-indigenous students in the academic area of reading. In numeracy we are operating in a manner that indicates little or no gap between indigenous and non-indigenous students in writing and numeracy. We will continue to focus on these areas in 2012.

ENROLMENT

Our enrolment data indicates that 7% 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 2012 discussions will be held with parents to promote value in 'Staying Put'.