

# Burrowes State School (1966)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address	Third Avenue Marsden 4132
Phone	(07) 3802 3333
Fax	(07) 3803 4898
Email	the.principal@burrowesss.eq.edu.au
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	Monique Pfingst Principal

## Principal's foreword

### Introduction

This report gives our community and visitors a snapshot of our school during 2012. 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 2012

*In 2012 we set the following priority areas for improvement and implementation for our school:*

1. *Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.*
2. *Implementation of the Australian Curriculum and mandatory LOTE*
3. *Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations*
4. *A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.*
5. *Implementation of developing Performance Plans for administrators and teaching staff.*
6. *Consolidation of OneSchool as the operational environment for school data, plans and financial operations.*
7. *Develop and implement specific school plans that meet our individual, regional and National Partnership commitments.*

# Queensland State School Reporting

## 2012 School Annual Report



This lead us to develop the following key areas for ongoing development:

<p><b>1. CURRICULUM 2 CLASSROOM</b></p> <p>Programs implemented P-7</p> <p>Resources purchased</p> <p>Strategic curriculum team continues to lead development – English, Maths, Science, History</p> <p>Planning and moderation days established</p> <p>Continuation of oral reporting program for parents</p> <p>Mentor program further developed</p> <p>Commencement of programs review</p>	<p><b>2. SCHOOL BASED GOAL SETTING</b></p> <p>Goals in reading refined</p> <p>Data profiles maintained and extended</p> <p>Staff professional development on use of Fountas and Pinnell reading benchmark and teaching of reading</p> <p>Benchmarking day once per semester to assist with accurate levelling and goal setting</p> <p>Investigation and development new benchmarking program for mathematics in conjunction with Griffith University</p>	<p><b>3. COMMUNITY</b></p> <p>Monday Mindset program continued</p> <p>Introduction of community texting program to assist with communication</p> <p>Family Challenge introduced</p> <p>School pride programs commenced – renewal of amenities, development of areas in front of school</p> <p>Promoted involvement with Smith Family to support students and families</p>
<p><b>4. STUDENTS MATTER</b></p> <p>Student maths challenge in Term 3</p> <p>Social skills programs for classes and groups</p> <p>Attendance program – investigation</p> <p>Continued support for before/ after school programs, including Breakfast Club</p> <p>Ongoing development of personalised programs to support students with special needs, ESL students, Indigenous students and students with learning difficulties</p> <p>Intervention programs to support identified students</p> <p>ICAS competition involvement</p>	<p><b><u>BURROWES STATE SCHOOL 2012</u></b></p> <p><b><u>OUR PROGRESS IN KEY AREAS</u></b></p>	<p><b>5. BEHAVIOUR AND SWPBS</b></p> <p>4 rules displayed prominently across school</p> <p>Class rewards for behaviour included, bowling, pizza parties and visits to Gecko's indoor play centre</p> <p>Employment of fulltime positive support co-ordinator</p> <p>Development of BARR to give children a space for regular reward for class behaviour – Wii, pool table, DSI, iPads, etc, as well as a space for reflection</p> <p>Continued focus on data and its use to show areas for improvement</p> <p>Establishment of lesson</p>

# Queensland State School Reporting

## 2012 School Annual Report



		<p><i>plans to support focus areas</i></p> <p><i>Commencement of Responsible Behaviour Plan review</i></p>
<p><b>6. INDIGENOUS EDUCATION</b></p> <p><i>Utilisation and analysis of data to further support students</i></p> <p><i>Development of Indigenous team</i></p> <p><i>EATSIPS training and plan developed</i></p> <p><i>Involvement with Dare to Lead Moving Forward Project with community</i></p> <p><i>Completion of School Snapshot to consider current practices with commendations and recommendations</i></p> <p><i>Employment of Indigenous worker to work with children and our community</i></p>	<p><b>7. QUALITY TEACHING</b></p> <p><i>Professional Readings Program continued weekly</i></p> <p><i>Establishment of Developing Performance Plans for teachers</i></p> <p><i>Development of School Professional Learning Plan</i></p> <p><i>Juncture meetings – continued focus on priorities for year levels including academic and social needs</i></p> <p><i>Development of Teaching and Learning Initiative Grants for year levels to enhance academic progress for children</i></p> <p><i>Administration Classroom observations and feedback program</i></p>	<p><b>8. FORMATIVE YEARS</b></p> <p><i>Reinvigoration of playgroup</i></p> <p><i>Expansion of P4P program to assist prep students to be ready for school</i></p> <p><i>Continued involvement with AEDI focus group for Logan</i></p> <p><i>Continuation of My Time program to support parents of students with special needs</i></p> <p><i>Development of early intervention programs to assist young learners with Speech Language Pathologist and Learning Support teachers</i></p>

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

At Burrowes State School in 2013 we plan to continue and further refine our programs in the following areas:

Improvement Agenda (*Related to student learning outcomes e.g. Reading, Number. "Improvement is sought in student performances, is aligned with state-wide improvement priorities".*)

- Improvement is sought in student performance in early years in Oral language/ Vocabulary development
- Improvement is sought in student performance in English –Reading, Spelling, Writing, Grammar and Punctuation
- Improvement is sought in student performance in Mathematics - number
- Improvement is sought in student performance individually across all key learning areas utilising a 'goal setting' as a key
- Improvement in 'closing the gap' for indigenous students

Priority Areas of Development (*Operational or organisational e.g. Behaviour, Pedagogy, Well-being, Partnerships*)

- ACADEMIC IMPROVEMENT – student performance, staff pedagogical focus,
- IMPROVED BEHAVIOUR AND POSITIVE RECOGNITION – SWPBS tier two implementation
- COMMUNITY CONNECTIONS – partnerships across community, wellbeing across all facets of school community

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	708	362	346	92%
2011	722	375	347	90%
2012	709	355	354	88%

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

### 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 710 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 a 92% attendance rate. Burrowes State School currently has a Special Needs Learning Centre (SEP), supporting approximately 58 students with varying disabilities. 78% 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

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	24	22
Year 4 – Year 10	26	25	25
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	328	210	135
Long Suspensions - 6 to 20 days	13	5	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	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:

- \* Teaching and Learning mentors – English, Mathematics, Science, History
- \* Gifted and Talented Program and Sparks Program
- \* Special Education Program
- \* Support Teacher Literacy and Numeracy
- \* Advisory Visiting Teachers (Physical impairment, ESL, Hearing Impairment)
- \* Guidance Officer

## Our school at a glance

- \* Behaviour Advisory Team
- \* Onsite fulltime Behaviour Teacher – Positive Support Co-ordinator
- \* Speech & Language Pathologist
- \* Indigenous Health personnel
- \* School chaplain

---

### 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, sewing, drama, skipping, cricket and table tennis.
- \* 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
- \* visiting specialists program including NRL, ARL, and PASS programs

---

### 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, each 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 6 and 7 classrooms have mini labs of 10 laptops to use within each room

We are continually moving forward with the addition of iPads to our technology toolbox in 2012. Year 1 and Year 2 students have 20 each to support student learning. Teachers, who are updating skills within the Smart Classrooms ICT Licence program also had laptops supplied to assist in classroom engagement and learning. In 2013 it is our intention to extend use to Learning Support, Learning Centre and BARR.

---

### 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

## Our school at a glance

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.

As areas of concern are identified, teachers utilise the lesson plans supplied to explicitly teach the expected behaviour to whole class, groups and individual students

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. In 2012 children who displayed knowledge and application of school rules were able to attend school excursions including bowling and Geckos indoor play centre

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. In 2012 we also introduced a program to support our potential leaders from Year 6 in preparation for 2013. Some 40 students participated in the school based program and gave very positive feedback.

### Parent, student and staff satisfaction with the school

Our overall results in the School Opinion Survey in 2012 reflected another year of hard work. In several of the areas mentioned below we showed significant improvement. This includes:

TEACHING AND LEARNING
STAFF MORALE
BEHAVIOUR
HIGH EXPECTATIONS
PROFESSIONAL DEVELOPMENT

Our overall results have shown continued growth over the past two years and this is clearly reflective of the many people in our community who 'believe' in our school, our children and our future. Such a dynamic group will see Burrowes continue to grow and evolve as a leading school in Logan, in Brisbane and across the state.

**Performance measure** (Nationally agreed items shown\*)

# Our school at a glance

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	95.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.0%
their child is making good progress at this school*	95.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	94.7%
student behaviour is well managed at this school*	84.2%
this school looks for ways to improve*	100.0%
this school is well maintained*	84.2%

## Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	88.4%
they like being at their school*	88.7%
they feel safe at their school*	88.8%
their teachers motivate them to learn*	95.9%
their teachers expect them to do their best*	95.8%
their teachers provide them with useful feedback about their school work*	93.6%
teachers treat students fairly at their school*	86.9%
they can talk to their teachers about their concerns*	79.2%
their school takes students' opinions seriously*	78.1%
student behaviour is well managed at their school*	79.6%

## Our school at a glance

their school looks for ways to improve*	90.5%
their school is well maintained*	80.0%
their school gives them opportunities to do interesting things*	83.3%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	78.1%
with the individual staff morale items	94.4%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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/ excursions
- \* 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
- \* playgroup
- \* P4P – preparation for prep program
- \* before school reading with children before school in resource centre
- \* community breakfasts

**A particular focus for 2012 was the school's 25<sup>th</sup> anniversary celebrations and fete. This was a major event for our community and it was amazing to see some 2000 community members visit our fete. Many thanks should go to our P and C with particular mention of the Fete subcommittee who organized and ran the function with a high degree of enthusiasm and success.**

## Reducing the school's environmental footprint

Environmental footprint indicators

## Our school at a glance

	Electricity kWh	Water kL
2009-2010	117,512	2,709
2010-2011	130,176	1,834
2011-2012	124,642	21

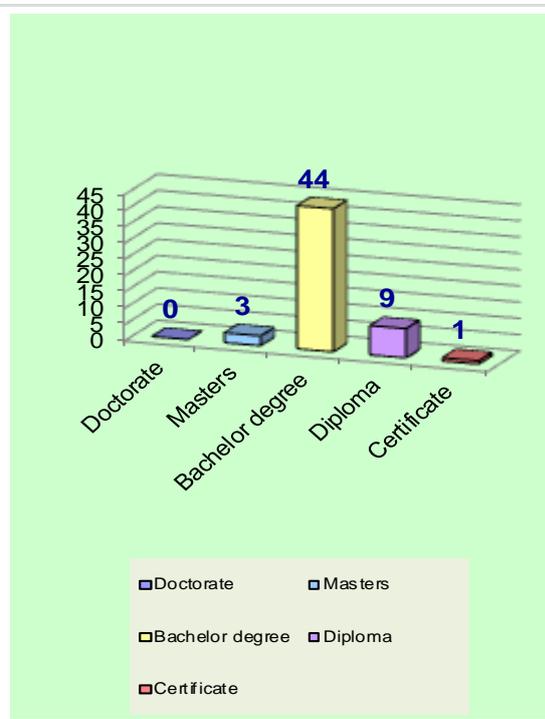
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	31	<5
Full-time equivalents	48	20.2	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	44
Diploma	9
Certificate	1



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$63 130.

The major professional development initiatives are as follows:

- \* Seven Steps in Writing
- \* WHSO training
- \* First aid
- \* disability and diversity

## Our staff profile

- \* Gifted and Talented
- \* Differentiation
- \* Staff Matters
- \* Student Matters
- \* One School Training
- \* Curriculum planning
- \* Moderation
- \* Code of Conduct
- \* Asbestos Awareness Training
- \* Student Protection
- \* First Steps in Number
- \* Goal setting
- \* NAPLAN data analysis and use

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.5%	94.1%	93.8%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 81.5% of staff was retained by the school for the entire 2012 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 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.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

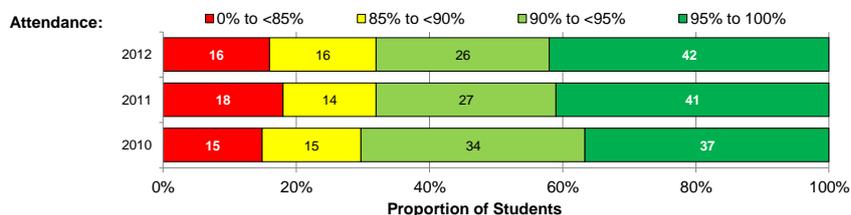
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	92%	92%	93%	93%	91%	91%					
2011	91%	90%	93%	93%	93%	93%	91%					
2012	90%	90%	91%	91%	93%	94%	93%					

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 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...

## Performance of our students

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

### **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/>.

To access our 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**.

## Performance of our students

**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 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 2012 indicate that our cohorts are very small across the year levels covered making it difficult to discuss outcomes without identifying students (cohorts of 3 or less). There is a slight gap in reading and number in 2012 across 3, 5 and 7. Our indigenous worker is part of the intervention support team to ensure children identified as indigenous are gaining additional support where most needed. We will continue to focus on these areas in 2013.

#### ENROLMENT

Our enrolment data indicates that 7% of the school population identified as indigenous. The movement

## Performance of our students

of these children outside usual times(end of year, term) is slightly higher than that of our non-indigenous cohort. In 2013 discussions will be held with parents to promote value in 'Staying Put'.