Burrowes State School
Queensland State School Reporting
2014 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 *My School* website and the Queensland Government data website.
Contact person	Monique Pfingst – School Principal

Principal's foreword

Introduction

Burrowes State School has proudly served our 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.

As a member of the 'National Partnership Program' from 2011-2014, we have been able to really move our school forward on the journey to strong academic results. Our staff are very proud of the 'changing face' of Burrowes, as we become a school of choice in the Marsden area. To have a school based on academic improvement, rather than behaviour is a clear strength.

The school has a supportive and caring culture. The depth of care and compassion for each other has helped our school maintain its focus. This is the sign of an amazing school, which I am proud to have lead throughout this time.

This report gives our community and visitors a snapshot of our school during 2014. 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.

School progress towards its goals in 2014

2014 Improvement Agenda **Improvement is sought in student performance in early years in Oral language/ Vocabulary development**	**Prep Start program trialled with extension of program in 2014 across all Prep years and additional support for Year 1, this continues in 2015.**
Improvement is sought in student performance in English –Reading, Spelling, Writing, Grammar and Punctuation	**Programs completed to direct teaching and learning. Progress evidenced**
Improvement is sought in student performance in Mathematics - number	**New school wide testing and data analysis utilised to support teaching and learning**
Improvement is sought in student performance individually across all key learning areas utilising 'goal setting' as a key	**All students across school have established learning goals in Reading and Number.**
Improvement in 'closing the gap' for indigenous students	**Student support programs in classrooms in place**

Priority Areas of Development

 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

Future outlook

2015 key areas for improvement - see 2015 annual plan for further detail
Improvement Agenda
Improvement sought in student performance in line with Great Results Guarantee – Reading and number – increased number of students meeting minimum standards
☐ Improvement sought in student performance in line with Great Results Guarantee – Reading and number – increased number of students reaching top two bands of performance
☐ Individualised academic learning goals established and utilised for every child
Improved performance through instructional coaching.

Priority Areas of Development
Improvement Agenda at Burrowes State School
☐ A- Academic improvement
☐ B-Behaviour – improvement and increased positive recognition
☐ C- community connections

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Prep Year - Year 6**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	709	355	354	88%
2013	733	346	387	90%
2014	793	374	419	92%

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 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 9% of our students identify as indigenous Australians who maintain an 92% attendance rate. Burrowes State School currently has a Special Needs Learning Centre (SEP) , supporting approximately 65 students with varying disabilities. 50% 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 **Average class sizes**

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	25	27	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	135	154	201
Long Suspensions - 6 to 20 days	2	4	2
Exclusions#	1	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings
The principles of effective teaching and learning and explicit teaching 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 coaches – English, Mathematics, Science, History
* Gifted and Talented Program
* Days of Excellence – school and cluster based
* 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

Extra curricula activities

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

* Playgroup for our community – two mornings per week in our hall
* Pre –prep program for students attending Burrowes the following year
* 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.

*My Time – a support group for parents of children with
disabilities
* Homework Club
* Before school academic programs for all children- maths,
reading, homework

* Celebration days – behaviour, attendance
* Curriculum focus days – Science, Book Week
* Liaison with PCYC, Griffith University
* Online homework 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, 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 6 and 7 students use a laptop computers which are based in the classrooms, 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

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	91%	76%
this is a good school (S2035)	95%	86%	73%
their child likes being at this school* (S2001)	100%	95%	93%
their child feels safe at this school* (S2002)	100%	86%	90%
their child's learning needs are being met at this school* (S2003)	95%	82%	60%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is making good progress at this school* (S2004)	95%	91%	70%
teachers at this school expect their child to do his or her best* (S2005)	100%	91%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	91%	80%
teachers at this school motivate their child to learn* (S2007)	100%	91%	77%
teachers at this school treat students fairly* (S2008)	100%	91%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	90%
this school works with them to support their child's learning* (S2010)	90%	90%	67%
this school takes parents' opinions seriously* (S2011)	95%	90%	64%
student behaviour is well managed at this school* (S2012)	84%	86%	67%
this school looks for ways to improve* (S2013)	100%	95%	76%
this school is well maintained* (S2014)	84%	95%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	93%	94%
they like being at their school* (S2036)	89%	90%	92%
they feel safe at their school* (S2037)	89%	80%	89%
their teachers motivate them to learn* (S2038)	96%	96%	95%
their teachers expect them to do their best* (S2039)	96%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	95%
teachers treat students fairly at their school* (S2041)	87%	89%	88%
they can talk to their teachers about their concerns* (S2042)	79%	95%	90%
their school takes students' opinions seriously* (S2043)	78%	88%	90%
student behaviour is well managed at their school* (S2044)	80%	68%	80%
their school looks for ways to improve* (S2045)	91%	94%	96%
their school is well maintained* (S2046)	80%	90%	92%
their school gives them opportunities to do interesting things* (S2047)	83%	95%	88%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	100%
they feel that their school is a safe place in which to work (S2070)		76%	98%
they receive useful feedback about their work at their school (S2071)		84%	94%
students are encouraged to do their best at their school (S2072)		92%	98%
students are treated fairly at their school (S2073)		92%	92%
student behaviour is well managed at their school (S2074)		76%	87%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
staff are well supported at their school (S2075)		82%	92%
their school takes staff opinions seriously (S2076)		80%	90%
their school looks for ways to improve (S2077)		94%	98%
their school is well maintained (S2078)		83%	92%
their school gives them opportunities to do interesting things (S2079)		86%	92%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 – academic, social, wellbeing
* 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
* Introduction of Over 8's Day celebrations
* Walk safely to school mornings
*Arts Council performances
* Assemblies
* Sports fun days (Athletics, Cross-
Country)
* School discos
* Year 7 Graduation
* Involvement in P & C activities
* Parent sessions in preparation
for high school

Reducing the school's environmental footprint

In 2014, at Burrowes we continued a number of major projects to assist in reducing our carbon footprint. We updated our canteen and senior toilets to ensure that water and energy efficient materials and appliances were utilised in the refurbishment. We also completed a 'water' audit and used the data gathered to prioritise the addition of water tanks within the school and the modernisation of the bore and irrigation system to effectively use water across the grounds.

We also continued the involvement of our staff and students in the ownership of our footprint in 2014, with the continuation of 'Waste Warriors'. Our students continued 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	
Years	Electricity kWh	Water kL

2011-2012	124,642	21
2012-2013	130,756	1,557
2013-2014	130,717	1,072

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.
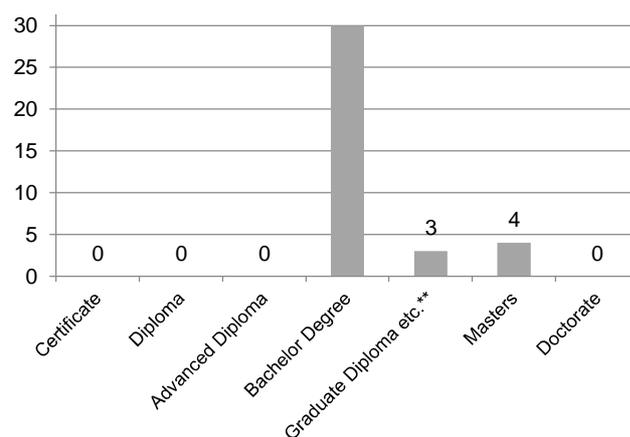
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	29	<5
Full-time equivalents	49	21	<5

Qualification of all teachers

Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
Total	**37**

*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 2014 were $14 486.26.

The major professional development initiatives are as follows:

Behaviour SWPBS, Maths, SER Coaching, Oneschool, Higher Order learning, Literacy

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	95%

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 2014 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

[_____] GO

Search by suburb, town or postcode

[_____]

Sector ☑ Government
☑ Non-government

SEARCH

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

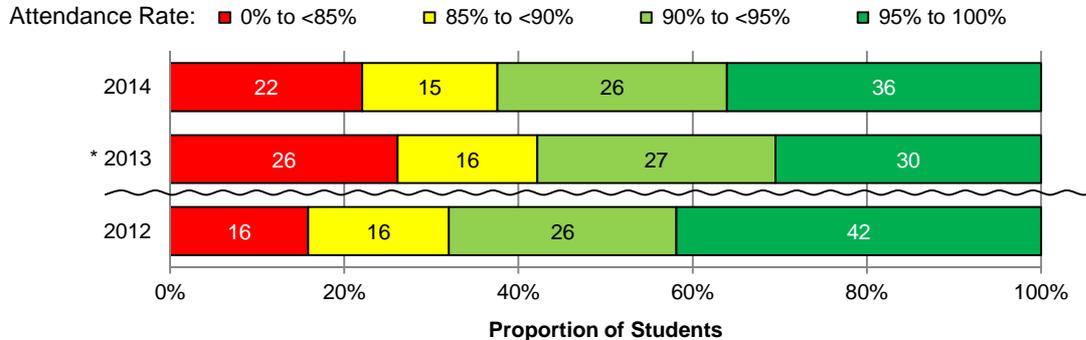| **Student attendance**	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	89%	90%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	90%	90%	91%	91%	93%	94%	93%					
2013	88%	90%	92%	88%	91%	92%	90%					
2014	88%	90%	91%	91%	91%	92%	92%					

DW = Data withheld to ensure confidentiality.

Queensland Government

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	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	22	15	26	36
* 2013	26	16	27	30
2012	16	16	26	42

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 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

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.**

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 2013 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) These is a slight gap in reading and number in 2013 and 2014 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 2015.

ENROLMENT

Our enrolment data indicates that 9% 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 2014 discussions will be held with parents to promote value in 'Staying Put'.