

# Burrowes State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Burrowes State School has proudly served the Marsden community since 1987. Our catchment is in a fast growing area as reflected by our 2015 enrolments being over 735 students. Burrowes State School provides a safe and supportive educational environment based on the principles of Positive Behaviour for Schools. Our school implements the Australian Curriculum in a way that is responsive to the needs of each student and promotes high expectations and strong academic improvement for all. Our school staff pride themselves on providing a suite of strategies and support to engage students in their learning.

Burrowes State School started the year with a new Principal in 2015. After an acting period of six months the new Principal was appointed permanently for the start of Term Three. Burrowes State School has two Deputy Principals, Head of Curriculum, Head of Special Education Services, Guidance Officer, Behaviour Support Teacher and a school Chaplain.

This report gives our community and visitors a snapshot of our school during 2015. 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.

### School progress towards its goals in 2015

Burrowes State School's started agenda focuses on:

1. Reading
2. Numeracy
3. Explicit Teaching
4. Attendance and Engagement

The goals for Burrowes State School in 2015 was to:

Embed high yield teaching strategies in reading	ongoing
Implement Stop, Move, Learn RTI strategies in numeracy for Year 4	complete
Establish an attendance and engagement committee	complete.

### Future outlook

In 2016 our school strategic agenda will focus on the following:

Embed Explicit Teaching Practices across the school.

Developing a Guaranteed and Viable Curriculum from P to 6.

Developing collaborative Inquiry and collegial engagement processes and strategies to improve Reading and Numeracy across the school.

Investigate Response to Intervention models.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	733	346	387	49	90%
2014	793	374	419	64	92%
2015	758	359	399	65	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

### Characteristics of the student body:

Burrowes State School, established in 1987, is located in a fast growing urban environment in the suburb of Marsden which is in Logan City and part of the South East Region. Our student population consists of approximately 750 students from a rich diversity of cultural backgrounds including South East Asia, New Zealand, Africa, Middle East and the Pacific Islands. In 2015 approximately 7% of students were identified as having English as an Additional Language. The school has 64 indigenous students and 37 students verified with a disability. Burrowes State School is in the bottom quarter of all schools nationally with regards to the Index of Community Socio-Economic Advantage.

Burrowes State School is growing in population and it is predicted that next year the school population will return to the post Year 7 move to High School levels. During 2015 the school had 31 classes, as the population grows and more classes are needed the school will need to plan for improvements to facilities. During 2015 a fifth prep class was added to the school in June as enrolments continued to grow over the year.

Our school, like most schools in our area, has an image of having to deal with tough behaviours. Data indicates that a very high percentage of students display a high level of respect for their learning and community. We believe that this needs to be celebrated. To put this into perspective the SDA mentioned below are representative of only 8% of the student population.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	27	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	154	201	154
Long Suspensions - 6 to 20 days	4	2	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Our teachers deliver curriculum around a culture of high expectations. Teachers plan in Year level teams to deliver multimodel units of work based on the Australian Curriculum, supported by a variety of researched based resources and programs including C2C. As the school moves forward with its curriculum delivery investigations are being made into the development of a Guaranteed Viable Curriculum framework.

The school has a range of intervention programs provided to cater for students with a diversity of learning needs. These include:

- Specialist Literacy and Numeracy Teachers
- Sparks – Gifted and Talented program
- Access to Days of Excellence through local High Schools
- Lift reading intervention team
- Guidance Officer
- Behaviour Teacher
- Prep Start
- Year One Intervention
- Indigenous support program
- Chaplaincy
- Science Week

### Extra curricula activities

Burrowes State School meets the diverse needs of its students and families through productive communitive partnerships. School initiatives include:

- Community Playgroup
- Brekky Club
- Student Council
- Student leadership positions and mentoring programs
- School Choir
- Behaviour support programs
- Sports program
- Under 8s Day
- Naidoc Day

### How Information and Communication Technologies are used to improve learning

ICTs are used as a tool to enhance the Teaching, Learning and Curriculum delivery at Burrowes State School. The school has two computer labs that all classes have access to. All classes have wifi and cabled internet access as well as the opportunity for devices to be connected to data projectors and interactive whiteboards.

Year 5 and 6 students have access to Laptops. Throughout 2015 and 2016 the use of laptops and other ICTs will be developed around a strategically implemented program.

## Social Climate

Burrowes State School is a Positive Behaviour for Learning school (PBS) and as such students are encouraged to develop responsibility for their own behavior and learning. Underpinning the PBS framework are our school rules:

1. I am safe
2. I am a learner
3. I am respectful
4. I am responsible

Children are taught the meaning of these rules consistently through directed lessons, school assemblies, newsletters and constant staff reinforcement. Our school works hard to provide a supportive and caring learning environment. We focus on supporting students wellbeing through the "You can do it" program with a specific focus on:

1. Resilience
2. Persistence
3. Confidence
4. Organisation
5. Getting along

Student wellbeing is also supported by:

- School Chaplain, three days a week.
- Full time Guidance Officer
- Full time behavior teacher
- Attendance and Engagement Officer – Community
- Attendance and Engagement Officer – Indigenous.
- Student mentoring

Students are encouraged to use the High Five when dealing with conflict with their peers and to report any issues or concerns to duty teachers and or class teachers. Behaviour incidences are recorded and data derived, monitored to identify any potential patterns to behavior. Referrals to Deputy Principal and the Principal are dealt with in a timely manner.

Students are given opportunities to represent the school through leadership positions, student council, mentor programs and choirs. Positive behaviour and achievement is rewarded by:

- Principal morning teas
- Academic Parade
- Sports parade
- Gotchas
- Class parties.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	91%	76%	93%
this is a good school (S2035)	86%	73%	100%
their child likes being at this school (S2001)	95%	93%	100%
their child feels safe at this school (S2002)	86%	90%	100%
their child's learning needs are being met at this school (S2003)	82%	60%	92%
their child is making good progress at this school (S2004)	91%	70%	93%
teachers at this school expect their child to do his or her best (S2005)	91%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	80%	86%
teachers at this school motivate their child to learn (S2007)	91%	77%	93%
teachers at this school treat students fairly (S2008)	91%	83%	79%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	91%	90%	100%
this school works with them to support their child's learning (S2010)	90%	67%	93%
this school takes parents' opinions seriously (S2011)	90%	64%	93%
student behaviour is well managed at this school (S2012)	86%	67%	86%
this school looks for ways to improve (S2013)	95%	76%	100%
this school is well maintained (S2014)	95%	93%	79%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	94%	93%
they like being at their school (S2036)	90%	92%	95%
they feel safe at their school (S2037)	80%	89%	92%
their teachers motivate them to learn (S2038)	96%	95%	97%
their teachers expect them to do their best (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	95%	98%
teachers treat students fairly at their school (S2041)	89%	88%	92%
they can talk to their teachers about their concerns (S2042)	95%	90%	89%
their school takes students' opinions seriously (S2043)	88%	90%	92%
student behaviour is well managed at their school (S2044)	68%	80%	75%
their school looks for ways to improve (S2045)	94%	96%	96%
their school is well maintained (S2046)	90%	92%	93%
their school gives them opportunities to do interesting things (S2047)	95%	88%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	100%	100%
they feel that their school is a safe place in which to work (S2070)	76%	98%	100%
they receive useful feedback about their work at their school (S2071)	84%	94%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	97%	78%
students are encouraged to do their best at their school (S2072)	92%	98%	100%
students are treated fairly at their school (S2073)	92%	92%	97%
student behaviour is well managed at their school (S2074)	76%	87%	85%
staff are well supported at their school (S2075)	82%	92%	91%
their school takes staff opinions seriously (S2076)	80%	90%	91%
their school looks for ways to improve (S2077)	94%	98%	100%
their school is well maintained (S2078)	83%	92%	82%

**Performance measure**

Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	86%	92%	79%

# '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**

Our school openly encourages parents and families to be a part of the education process. Parents are able to volunteer to support reading, fundraising, special days and other programs. A small but active P and C provides parents and community with support of the teachers and the school through monthly meetings and planned activities. Parents and community members are encouraged to support our school through participation in:

- Parent information sessions
- Parent Teacher interview nights held in Term 1 and Term 3
- Classroom volunteer activities
- Under 8s Day
- Year 6 Graduation
- Naidoc week
- Assemblies
- Sports days
- P and C Fundraisers
- Easter Hat bonnet parade
- Cultural days
- Christmas celebraton
- Excursions and Incursions

Our school supports students with diverse needs through Special Education Programs, Learning Support and the associated processes. Students identified with needs requiring adjustments to fully participate in their education receive Individual Curriculum Plans. Individual Curriculum Plans are developed in consultation with parents and or guardians, classroom teachers and appropriate school based support staff via meetings with evidence to enable positive, supportive plans to aide in furthering student educational needs.

**Reducing the school's environmental footprint**

The school's small increase in electricity and water is reflective of increase use of technology around the school and continued improvement of gardens. Student groups are also encouraged more to create and look after school gardens. Students are encouraged through the school council to look after their environment and reduce waste. It is planned during 2016 to look at ways the school can offset its environmental footprint through alternative energy sources and conducting a school audit on electrical items used.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	130,756	1,557
2013-2014	130,717	1,072
2014-2015	131,363	1,338

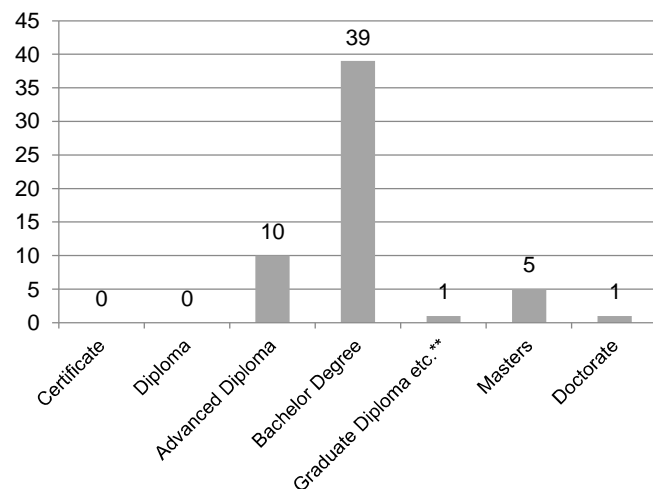
\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

**Our staff profile****Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	31	0
Full-time equivalents	48	21	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	10
Bachelor Degree	39
Graduate Diploma etc.**	1
Masters	5
Doctorate	1
<b>Total</b>	<b>56</b>



\*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 2015 were **\$17547.68 plus \$50840 to release teachers to develop curriculum.**

The major professional development initiatives are as follows:

- Developing a common vision and Mission
- Guaranteed Viable Curriculum
- Teaching of reading
- Coaching
- Mentoring
- SWPBS

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

#### Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 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

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Sector:

Government

Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	81%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	87%	88%	90%	92%	88%	91%	92%	90%					
2014	90%	88%	90%	91%	91%	91%	92%	92%					
2015	89%	89%	85%	91%	89%	91%	92%						

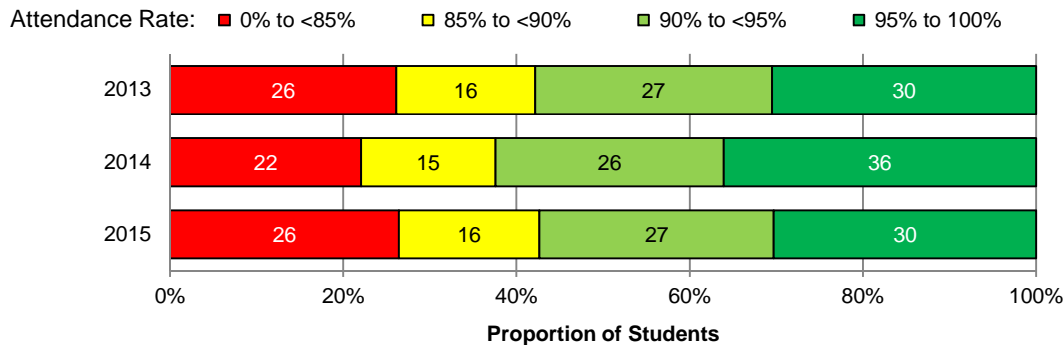
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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.



## 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.

Rolls are marked by teachers twice a day, once in the morning and once in the afternoon.

Unexplained absences are followed up by the Office staff in consultation with teachers.

Office staff chase up the consecutive absences and record reason.

If unsatisfactory reason given, pattern of behavior or attendance percentage low student is referred to Attendance and Engagement team.

Attendance and Engagement Team make decisions regarding follow up which may be involve, but not limited to:

- Phone call from Attendance and Engagement Officer
- Phone call from DP
- Phone call from P
- Follow up support from GO
- Tracking and support by Attendance and Engagement Officer
- Support from Chaplain
- Supportive letter from the Principal
- Official Legal letter

During 2015 the school trialed the position of Attendance and Engagement Officer.

## 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**.

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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.