



Burrowes State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

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School Overview

Burrowes State School offers families a safe and supportive environment and is very proud to be part of the responsive public education system of Queensland. Burrowes was officially opened in 1987 as the second state school in the growing Logan suburb of Marsden.

Burrowes State School plays a significant role in the lives of children as they grow and develop. In partnership with parents and other members of the community, the school provides students with a high quality education that equips them with the knowledge, skills, and attributes needed to be successful in the future.

Our school motto is 'Freedom to Learn'. We work to enable all students to engage in learning activities which cater for their specific needs and abilities.

Our school vision is, "To create and support successful, positive, lifelong learners, who engage in, and respect their education and have pride within their community".

Our school Mission is:

At Burrowes State School we work together to:

Leadership

Create collaborative learning teams that result in informed and effective Pedagogical practices to drive student achievement.

Engagement/Collaboration:

Create a collaborative learning environment through the engagement of community, teachers and students resulting in successful outcomes.

Innovation/Creativity:

Support and engage student's learning through innovative, evidence based pedagogical practices.

Health and Well-Being:

Create a safe, supportive environment which broadens understanding and acceptance of difference, building emotional and physical health.

High Expectations:

Set high expectations through staff commitment to, and ownership of, student academic improvement.

Principal's Forward

Introduction

Burrowes State School has an enrolment of only 787 students and is therefore in a position to provide a high level of resources and at the same time students are known on a more personal level. Being a part of a strong State Education System we are in a position to ensure our teachers have access to high quality professional development, training and support. During 2016 our school had the following points of difference that separated us from other schools:

- Fully air-conditioned classrooms to ensure students can engage in there learning no matter what the weather.

- Strong evidence based Prep Start reading and vocabulary program supported by Speech Language Pathologists.
- Interschool Sport representative teams.
- Junior and Senior School choir
- Positive Behaviour for Learning program and you can do it!
- Kidsmatter mental health framework.
- Laptop program in Year 5 and 6.
- Student leadership positions, school, cultural and sporting captains.
- A high standard of school grounds and facilities.

Furthermore, our school had the following key personal to support students and provide a high standard of quality pastoral care and focused learning in 2016:

- Deputy Principal P to 2.
- Deputy Principal Year 3 to 6.
- Head of Special Education Services.
- Head of Teaching and Learning.
- Specialist numeracy teacher.
- Specialist literacy teacher.
- Full time Behaviour Teacher.
- Full time Guidance Officer.
- Chaplain three days a week.
- Attendance and Engagement Officer.

This report gives our community and visitors a snapshot of our school during 2016. 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.

Yours in Education,

Stephen Josey

Principal.

School Progress towards its goals in 2016

Burrowes State School's strategic agenda focuses on:

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

Embed Explicit Teaching Practices across the school. ongoing

Developing a Guaranteed and Viable Curriculum from P to 6. complete

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

Investigate Response to Intervention models. ongoing



Future Outlook

In 2017 our school strategic agenda will focus on the following:

Extend and enhance the Burrowes Reading Agenda.

Implement the Burrowes Numeracy Agenda.

Develop and implement walk through processes.

Commit to the collaborative inquiry processes.

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 793 | 374 | 419 | 64 | 92% |
| 2015* | 758 | 359 | 399 | 65 | 90% |
| 2016 | 795 | 382 | 413 | 58 | 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 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 787 students from a rich diversity of cultural backgrounds including South East Asia, New Zealand, Africa, Middle East and the Pacific Islands. In 2016 approximately 7% of students were identified as having English as an Additional Language. The school has 60 indigenous students and 40 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 in a growing area surrounded by development. During 2016 the school had 32 classes, as the population grows and more classes are needed the school will need to plan for improvements to facilities. In 2016 the school completed its roll out of air-conditioning all classrooms. A major project was also undertaken redeveloping the play area between F block and the Resource Centre.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 23 | 23 | 24 |
| Year 4 – Year 7 | 26 | 27 | 26 |
| Year 8 – 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.

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, teaching teams are engaging in planned moderation and in-depth work around ACARA standards.

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 Teacher
- Access to Days of Excellence through local High Schools
- Guided Reading Intervention
- Numeracy Intervention
- Guidance Officer
- Behaviour Teacher
- Prep Start
- Year One Intervention
- Indigenous support program
- Chaplaincy
- Science Week
- Cross Roads

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 8's Day
- Naidoc Day
- Burrowes has talent

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.

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.

It is planned in 2017 and 2018 that the computer labs will be upgraded, the laptops will be rolled out to Year 4 which will free up the computer labs for the younger classes.

Social Climate

Overview

Burrowes State School is a Positive Behaviour for Learning school (PBL) 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 student's 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

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 76% | 93% | 81% |
| this is a good school (S2035) | 73% | 100% | 70% |
| their child likes being at this school* (S2001) | 93% | 100% | 72% |
| their child feels safe at this school* (S2002) | 90% | 100% | 72% |
| their child's learning needs are being met at this school* (S2003) | 60% | 92% | 79% |
| their child is making good progress at this school* (S2004) | 70% | 93% | 86% |
| teachers at this school expect their child to do his or her best* (S2005) | 90% | 100% | 90% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 80% | 86% | 76% |
| teachers at this school motivate their child to learn* (S2007) | 77% | 93% | 72% |
| teachers at this school treat students fairly* (S2008) | 83% | 79% | 82% |
| they can talk to their child's teachers about their concerns* (S2009) | 90% | 100% | 86% |
| this school works with them to support their child's learning* (S2010) | 67% | 93% | 79% |
| this school takes parents' opinions seriously* (S2011) | 64% | 93% | 68% |
| student behaviour is well managed at this school* (S2012) | 67% | 86% | 52% |
| this school looks for ways to improve* (S2013) | 76% | 100% | 74% |
| this school is well maintained* (S2014) | 93% | 79% | 72% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 94% | 93% | 92% |
| they like being at their school* (S2036) | 92% | 95% | 91% |
| they feel safe at their school* (S2037) | 89% | 92% | 87% |
| their teachers motivate them to learn* (S2038) | 95% | 97% | 97% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 95% | 98% | 92% |
| teachers treat students fairly at their school* (S2041) | 88% | 92% | 87% |
| they can talk to their teachers about their concerns* (S2042) | 90% | 89% | 88% |
| their school takes students' opinions seriously* (S2043) | 90% | 92% | 83% |
| student behaviour is well managed at their school* (S2044) | 80% | 75% | 73% |
| their school looks for ways to improve* (S2045) | 96% | 96% | 96% |
| their school is well maintained* (S2046) | 92% | 93% | 74% |
| their school gives them opportunities to do interesting things* (S2047) | 88% | 96% | 91% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | 100% | 94% |
| they feel that their school is a safe place in which to work (S2070) | 98% | 100% | 83% |
| they receive useful feedback about their work at their school (S2071) | 94% | 97% | 85% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 97% | 78% | 88% |
| students are encouraged to do their best at their school (S2072) | 98% | 100% | 96% |
| students are treated fairly at their school (S2073) | 92% | 97% | 90% |
| student behaviour is well managed at their school (S2074) | 87% | 85% | 71% |
| staff are well supported at their school (S2075) | 92% | 91% | 90% |
| their school takes staff opinions seriously (S2076) | 90% | 91% | 91% |
| their school looks for ways to improve (S2077) | 98% | 100% | 98% |
| their school is well maintained (S2078) | 92% | 82% | 90% |
| their school gives them opportunities to do interesting things (S2079) | 92% | 79% | 85% |

* Nationally agreed student and parent/caregiver items

'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 Teacher interview nights held in Term 1 and Term 3
- Classroom volunteer activities
- Under 8's Day
- Year 6 Graduation
- Naidoc week
- Assemblies
- Sports days
- P and C Fundraisers
- Easter Hat bonnet parade
- Burrowes has talent
- Cultural days
- Christmas celebration
- 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.

Respectful relationships programs

Burrowes State School utilizes two types of frameworks that focuses on respectful relationships. The two frameworks take in a whole school approach to promoting positive behaviours (PBL) and good mental health and well-being (KidsMatter). Through these initiatives, Burrowes continues to create and maintain a safe school environment by protecting the wellbeing of our students and promotes positive relationships. Programs such as 'You Can Do It', Crossroads, Alert program, "Tree of Life", and Bucket Filling that encourages kindness. We also have a variety of other social and emotional learning programs that aim to promote resilience in students. Weekly lessons forms part of the training that empowers students to take initiative, be responsible, build their confidence, solve problems, communicate ideas and manage themselves more effectively. Utilizing outside agency like Bravehearts, Art therapist, Wavss, YFS, CYMHS, and many other services, that support students in having a voice. Collaboration with these agencies only helps to strengthen the child protection culture that Burrowes continues to establish.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school. 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.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 201 | 154 | 176 |
| Long Suspensions – 6 to 20 days | 2 | 0 | 2 |
| Exclusions | 0 | 1 | 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.

Environmental Footprint

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. During 2016 the WPHS team looked at ways the school can offset its environmental footprint through alternative energy sources and conducting a school audit on electrical items used. The outcome of this process is to be implemented throughout 2017.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 130,717 | 1,072 |
| 2014-2015 | 131,363 | 1,338 |
| 2015-2016 | 150,819 | 1,208 |

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.

School Funding



School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:
 Government
 Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 58 | 33 | <5 |
| Full-time Equivalents | 52 | 23 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 4 |
| Graduate Diploma etc.** | 4 |
| Bachelor degree | 41 |
| Diploma | 0 |

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Certificate | 0 |

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$28920 plus over \$50000 to release teachers to develop curriculum.

The major professional development initiatives are as follows:

- Teaching of reading
- Numeracy PD
- Coaching
- Mentoring
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 95% | 94% |

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 90% | 89% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 85% | 81% | 87% |

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | 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 |
| 2014 | 90% | 88% | 90% | 91% | 91% | 91% | 92% | 92% | | | | | |
| 2015 | 89% | 89% | 85% | 91% | 89% | 91% | 92% | | | | | | |
| 2016 | 91% | 90% | 90% | 91% | 92% | 92% | 92% | | | | | | |

*Attendance rates effectively count 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.

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.

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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 follow up the consecutive absences and record reason.

If an unsatisfactory reason is 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 2016 Term Four the school investigated and implemented an automated same day SMS notification system in preparation for compulsory implementation in 2017. This new system may impact the way we manage absenteeism in the future.

NAPLAN

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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Where it states '**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 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.

Conclusion

2016 was a successful year for Burrowes State School. The highlights for the year included:

- Improved Naplan results across the school.
- Re establishment of Interschool sport, all teams came third in the first year or returning to competition.
- Establishment of specialist literacy and numeracy teacher
- Implementation of attendance and engagement officer
- Further roll out of signature learning programs in numeracy and guided reading

2016 was the first full year of the new Principal's fulltime appointment to the school and saw the permanent appointment of a Deputy Principal, Head of Curriculum and Head of Special Education Services.

Burrowes State School is well placed for further improvement with a consistent leadership team, teaching team and support staff to implement the schools ongoing improvement agenda.