



Burrowes State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Burrowes State School is a multicultural school located in the heart of Marsden and is a truly unique learning environment. As a school, we celebrate the culture and identity of all of our students and strive to ensure that every child, every day has the 'freedom to learn'. Students at Burrowes State School are offered many academic, sporting and cultural opportunities. Thus ensuring that we endeavour to support the talents and skills of every child through a holistic approach. We boast many innovative signature programs, which support children to learn and achieve. The staff is recognized, for their dedication and commitment to ensuring that every child succeeds. Our great strength is the partnership we forge between students, staff, parents and the wider school community. We are a supportive community drawn together by common goals and beliefs, highlighted by a core moral purpose; which commits to the fundamental principle that each child can learn and achieve. At Burrowes State School, education is a team effort between home and school. As a school leadership team, we believe that if a child is to be the very best they can, there needs to be a positive, supportive three-way partnership between students, parents and staff.

Key
Achieved
Partially Achieved
Not Achieved

School progress towards its goals in 2018

Review of 2018 School Priorities – Burrowes State School			
Strategy	Actions	Targets	Progress
Consolidate the Burrowes Reading Program	<ul style="list-style-type: none"> Coaching to model guided reading practices with an upper two band focus Literacy specialist to coach and monitor guiding reading processes 	<ul style="list-style-type: none"> ✓ NMS 90% for all Year 3 & 5 students for numeracy and reading ✓ Increase the number of students in upper two bands across numeracy and reading in Year 3 & 5 	Partially Achieved (improvement noted) Not Achieved
Extend and enhance the Burrowes Numeracy strategy	<ul style="list-style-type: none"> Consolidate Stop, Move, Learn intervention practices aligned with the AC. Moving toward consistent practice Numeracy specialist to coach and ensure numeracy practices are implemented through SML and aligned with AC 	<ul style="list-style-type: none"> ✓ 100% of all teachers engaged in literacy and numeracy interventions and signature practices 	Partially Achieved
Develop a Burrowes Writing agenda.	<ul style="list-style-type: none"> Learning walls to underpin explicit learning intentions with students and a teacher co-constructed success criteria 		
Implement formal lesson observations and develop peer observation processes	<ul style="list-style-type: none"> Implement formal lesson observation process Develop a peer observation process with the objective of sharing best practice throughout the school 	<ul style="list-style-type: none"> ✓ 15 teachers to go through formal lesson observations ✓ Clear, consistent understanding around peer observation process 	Partially Achieved Partially Achieved
Align collaborative inquiry processes to student learning needs and curriculum delivery	<ul style="list-style-type: none"> Continue training for PLT facilitators Data informed engagement of all PLT teams in collaborative inquiry around a problem of practice with a numeracy and reading focus 		



Enhance Australian Curriculum knowledge through connected curriculum alignment	<ul style="list-style-type: none"> • Provide teachers with release time to engage with the AC to deepen their understanding of Math and English • Support teachers to develop understanding and knowledge around the AC in relation to developing student portfolios 	<ul style="list-style-type: none"> ✓ Improved alignment of A to E data ✓ Co-constructed Learning Walls in all classrooms ✓ Students able to interact with Learning Walls to answer key questions 	Partially Achieved
Research best practice around social and emotional wellbeing	<ul style="list-style-type: none"> • Conduct a review of school systems • Investigate research based programs for example Berry Street framework and mindfulness 	<ul style="list-style-type: none"> ✓ A strategic plan for 2019 that sets a clear course for the design and implementation of social and emotional support 	Partially Achieved

Future outlook – Burrowes State School

2019 School Priorities – Burrowes State School		
Goal	Actions	Targets
Reinvigorate Positive Behaviour for Learning. Ensure clear and consistent behaviour management processes and protocols are implemented.	<ul style="list-style-type: none"> • To continue to rollout and embed Positive Behaviour for Learning (PBL) at Burrowes State School. • To embed the four areas of PBL into the school culture by way of explicit teaching strategies, community engagement/support and the entrenchment of PBL meta-language, processes and protocols within the school. • Engaging an A/HOB (Head of Behaviour) to work with teachers re PBL processes and protocols and to provide support/strategies re behaviour management. • Engaging a second Teacher Aide (TA4) to work with A/HOB. Role is now split P-2 & Years 3-6 to ensure support for students/staff re behavioural processes/protocols. • Create signage around the school outlining the four areas of PBL • Collaboratively create a whole school approach to celebrate success 	<ul style="list-style-type: none"> ▪ Increase uptake of PBL processes – resulting in a decrease in behaviour (students being accountable for choices made) ▪ 100% Staff & Community uptake of PBL
Enhance the reading skills and capabilities of students at Burrowes State School "Reading Improvement Project – Let it Rip"	<ul style="list-style-type: none"> • Coaching of teaching staff re Guided Reading processes and protocols to ensure clarity and consistency of practice • Leadership team to provide in-class support with reading practices. Feedback given (written and verbal) via classroom walkthroughs and observations to enhance teacher pedagogical practices. • Triangulation of data to ascertain student results in reading • Creation of Tier 3 (below NMS) and Upper Two Band tables to identify student needs and implementation of support and extension programs to enhance student outcomes/capabilities in English (Years 2-6 Pilot). • Focusing on consistency of practice and clarity re the teaching of reading (Australian Curriculum) 	<ul style="list-style-type: none"> ▪ 85% of students in Year 3 and 5 achieve NMS in NAPLAN Reading ▪ Increase the number of students in the Upper Two Bands Year 3 and Year 5 Reading from 2018 +5%. ▪ English (Yrs. 1-6) > 70% C or above



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	795	777	786
Girls	382	386	402
Boys	413	391	384
Indigenous	58	66	63
Enrolment continuity (Feb. – Nov.)	90%	93%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Burrowes State School was established in 1987 and is located in the suburb of Marsden, which is in Logan City and is a part of the South East Region. Currently our enrolment exceeds 770 students, and comprises 31 classes from Prep to Year 6. Burrowes SS has a rich diversity of cultural backgrounds with over 70 different nationalities represented. In 2018 approximately 7% of the student body were Indigenous and 12% of students are verified with a disability. In 2018 84 students at Burrowes SS were identified as having English as an Additional Language (EALD). Burrowes State School is in the bottom quarter of all schools nationally with regard to the Index of Community Socio-Economic Advantage. As the number of students attending the school continues to fluctuate, facilities will need to be updated accordingly.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

Our approach to curriculum delivery

Our teachers deliver the Australian Curriculum (AC) and set the bar high re expectations. Teachers plan in year level teams to deliver multimodal units of work based around the Australian Curriculum, supported by a variety of research based resources and programs including C2C. Teaching teams are engaged in planned moderation and in-depth work around the AC Achievement Standards.

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

- Access to Days of Excellence through local High School
- Early Start
- Year One Intervention
- Indigenous Support Initiatives
- Diversity Week
- Celebration Days
- Whole School Positive Reward Activities

Our school provides a number of key curriculum initiatives to cater for the needs of our diverse learners:

- Strong evidence based Prep Start reading and vocabulary program supported by Speech Language Pathologists
- A spelling program developed and supported by Speech Language Pathologists in Years 1 & 2
- EAL/D Support program delivered by qualified teachers with specific training in EAL/D support and strategies
- Levelled Literacy Intervention Program to support struggling readers
- We teach the Australian Curriculum and assess using the Achievement Standards

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

- Principal
- Deputy Principal P to 2
- Deputy Principal Year 3 and 4
- Deputy Principal Year 5 and 6
- Head of Special Education Services
- Head of Curriculum
- Full time Guidance Officer
- Chaplain three days a week

Co-curricular activities

Burrowes SS has a proud tradition of extra curricula opportunities including:

- Interschool Sport representative teams.
- Junior and Senior School choir
- Student leadership positions, school, cultural and sporting captains
- Burrowes Early Learner's Club
- Laptop program in Year 5 and 6



- Year 6 Camp Program

We promote student well-being and mental health through a number of carefully selected programs:

- Positive Behaviour for Learning Program and You Can Do It Program!
- KidsMatter Australian Primary Schools Mental Health Framework
- Berry Street Educational Model

How information and communication technologies are used to assist learning

ICT's 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. The computer lab is also open to students at play times. All classes have Wi-Fi 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, which is an integral part of their learning.

Social climate

Overview

Burrowes State School is a Positive Behaviour for Learning School (PBL) and as such our students are encouraged to develop responsibility and ownership of their own behaviour and learning. Our PBL focus areas and accompanying behavioural expectations are:

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 well-being through the 'You Can Do It' Program with a specific focus on:

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

Student well-being is also supported by:

- School Chaplain
- Full time Guidance Officer
- Full time behaviour teacher
- Student Mentoring
- Attendance and Engagement Officer

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 classroom teachers. Behaviour incidences are recorded onto OneSchool and data is monitored to identify any potential



patterns of behaviour and addressed accordingly. Referrals are sent to the Behaviour Teacher and forwarded to Deputy Principals and Principal as warranted.

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

- Principal Award Certificates and Morning Teas
- Academic Parade
- Sports Parade
- Gotchas
- Reward Days

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	81%	88%	90%
• this is a good school (S2035)	70%	75%	89%
• their child likes being at this school* (S2001)	72%	92%	95%
• their child feels safe at this school* (S2002)	72%	79%	86%
• their child's learning needs are being met at this school* (S2003)	79%	75%	80%
• their child is making good progress at this school* (S2004)	86%	79%	90%
• teachers at this school expect their child to do his or her best* (S2005)	90%	92%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	92%	84%
• teachers at this school motivate their child to learn* (S2007)	72%	79%	100%
• teachers at this school treat students fairly* (S2008)	82%	79%	85%
• they can talk to their child's teachers about their concerns* (S2009)	86%	96%	90%
• this school works with them to support their child's learning* (S2010)	79%	88%	80%
• this school takes parents' opinions seriously* (S2011)	68%	63%	71%
• student behaviour is well managed at this school* (S2012)	52%	52%	59%
• this school looks for ways to improve* (S2013)	74%	78%	84%
• this school is well maintained* (S2014)	72%	88%	89%

* 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.



Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	89%	93%
• they like being at their school* (S2036)	91%	97%	90%
• they feel safe at their school* (S2037)	87%	92%	88%
• their teachers motivate them to learn* (S2038)	97%	92%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	97%	95%
• teachers treat students fairly at their school* (S2041)	87%	90%	83%
• they can talk to their teachers about their concerns* (S2042)	88%	86%	87%
• their school takes students' opinions seriously* (S2043)	83%	91%	86%
• student behaviour is well managed at their school* (S2044)	73%	76%	73%
• their school looks for ways to improve* (S2045)	96%	94%	92%
• their school is well maintained* (S2046)	74%	94%	85%
• their school gives them opportunities to do interesting things* (S2047)	91%	93%	91%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	94%	89%
• they feel that their school is a safe place in which to work (S2070)	83%	91%	83%
• they receive useful feedback about their work at their school (S2071)	85%	87%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	75%
• students are encouraged to do their best at their school (S2072)	96%	94%	97%
• students are treated fairly at their school (S2073)	90%	88%	83%
• student behaviour is well managed at their school (S2074)	71%	77%	67%
• staff are well supported at their school (S2075)	90%	83%	75%
• their school takes staff opinions seriously (S2076)	91%	84%	75%
• their school looks for ways to improve (S2077)	98%	97%	94%
• their school is well maintained (S2078)	90%	90%	89%
• their school gives them opportunities to do interesting things (S2079)	85%	83%	75%

* 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

Burrowes State School openly encourages parents and families to be part of the education process. Parents are able to support reading, fundraising activities/events, special days and other programs. There is a small, but active P&C that provides parents and community



members with support through monthly meetings and planned activities. Parents and community members are encouraged to support our school through participation in:

- Parent Teacher interview nights – Term 1 & Term 3
- Classroom volunteer activities
- Under 8's Day
- Year 6 Graduation
- School Diversity Week
- Assemblies
- Sports Days
- P&C Fundraisers
- Easter Bonnet Parade
- Cultural days
- Christmas Celebrations
- Excursions & 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 (ICP's). ICP's are developed in consultation with parents/caregivers, classroom teachers and appropriate school based support staff. ICP's are developed as supportive plans to aide in furthering student educational needs.

Respectful relationships education programs

Burrowes State School has two frameworks that focus on respectful relationships. The two frameworks take a whole school approach to promoting Positive Behaviour for Learning (PBL) and student mental health and well-being (KidsMatter). Through these initiatives, Burrowes continues to create and maintain a safe school environment by protecting the well-being of our students and the promotion of 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 form part of the training that empowers students to take initiative, be responsible, build their confidence, solve problems, communicate ideas and manage themselves more effectively. Utilising outside agencies like Bravehearts, Art Therapist, Wavss, YFS, and CYMHS and many other services, 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 the area, has an image of having to deal with high level behaviours. Data indicates that a very high



percentage of students display a high level of respect for their learning and the greater Marsden community. We believe that this needs to be celebrated.

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	176	173	328
Long suspensions – 11 to 20 days	2	0	5
Exclusions	1	0	1
Cancellations of enrolment	0	0	0

Note: School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school has made a concerted effort to monitor and save on electricity costs when/where possible. Even though there has been an increase in the use of technology throughout the school, students and teachers continue to promote energy efficient processes and protocols. Students are encouraged through the student council to look after their environment and reduce waste. During 2018 WPHS continues to explore avenues that will enhance the school's environmental footprint through alternative energy sources. Eco-rangers continue to work on whole school processes to conserve water usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	150,819	184,213	175,863
Water (kL)	1,208	807	1,042

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	59	33	<5
Full-time equivalents	56	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	4
Graduate Diploma etc.*	1
Bachelor degree	43
Diploma	3
Certificate	

*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 2018 were \$32,352.38. Teacher planning release days to enhance teacher pedagogy in 2018 was \$41,214.50. Total spent on PD in 2018 was \$73,593.88.

The major professional development initiatives are as follows:

- Planning release days to unpack the Australian Curriculum and enhance teacher pedagogy
- Teaching of Reading
- Numeracy PD
- Coaching/mentoring
- Positive Behaviour for Learning
- Moderation
- Leadership Capacity

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.



Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	87%	87%	79%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	91%	91%
Year 1	90%	90%	89%
Year 2	90%	91%	89%
Year 3	91%	92%	89%
Year 4	92%	91%	91%
Year 5	92%	93%	89%
Year 6	92%	92%	90%

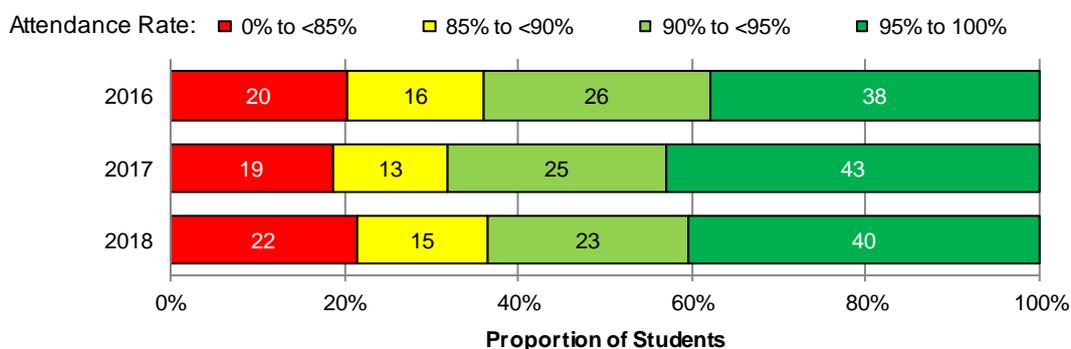
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 follow up the consecutive absences and record the reason.

If an unsatisfactory reason is given, pattern of behaviour or attendance percentage is low, the student is referred to the Attendance and Engagement Team.

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

- Phone call from Deputy Principal



- Phone call from Principal
- Follow up support from Guidance Officer
- Tracking and support by The Attendance and Engagement Team
- Support from Chaplain
- Supportive letter from the Principal
- Official Legal Letter

In 2018 the school utilised an automated SMS notification system. This system allows the school to interact with families in a timely manner to track absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Conclusion

2018 was a successful year for Burrowes State School. The highlights for the year included:

- Improvement in some areas of NAPLAN
- Success in Interschool Sport
- Roll out of signature practices at Burrowes SS

Burrowes State School is well placed for further improvement with a dedicated leadership team, hard-working teaching team and support staff all working to ensure that 'Every student succeeds'.

