Burleigh Heads State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Welcome to the 2015 School Annual Report for Burleigh Heads State School.
The Annual Report provides our school community an overview of the highlights, successes and progress towards pre-determined goals for our school, as well as showcasing priority areas for future development.

School progress towards its goals in 2015

School progress on our goals for 2015:

- Pedagogical and Feedback Framework – Pedagogical Framework is complete and is being implemented, the Sticker Badge Program was launched and implemented throughout the year and greater consistency around literacy pedagogy is now eveident.
- Writing – embedding of the Daily 5 and Seven Steps to Writing strategies is now established.
- Reading. – embedding of our signature reading startegies is now established.
- Parent and Community Engagement – the school is continuing to refine and improve our communication modes across all key stakeholders

Future outlook

Key areas for improvement as defined in the School Implementation Plan for 2016 include:

- Pedagogical Framework – continue to implement the school's Pedagogical Framework
- Professional Learning Teams – establish 4 Professional Learning Teams to gather research and trial best practice for Spelling, Mental Maths, Differentiation and Formative Assessment for possible implementation in 2017
- Writing – Continue to embed the Daily Five strategy and the Seven Steps to Writing.
- Reading - Continue to embed consistent practices with the teaching of Reading to maximise a compounding effect across the school.
- Numeracy - provide professional development in Numeracy and explore best practice in the teaching of numeracy.
- Parent and Community Engagement - Continue to enhance the current communication modes and methods and reinforce school expectations with communication from teachers to parents.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	556	276	280	34	91%
2014	566	266	300	32	89%
2015	535	260	275	31	91%

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.

*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:

Burleigh Heads State School's total enrolment has historically shown growth over the past few years however with the Year 7 students moving to high school our numbers went marginally down in 2015 (Day 8 figures). The school caters for a broad range of students in this southern Gold Coast beachside area. The school community consists of a diverse range of socio-economic backgrounds ranging from wealthy, professional families to those that are struggling to make ends meet.

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

The school has a Special Education Program (SEP) that has had anywhere from 40-50 students at any given time throughout the school year. The SEP caters for students with Intellectual Impairment, Speech Language Impairment, Physical Impairment and Autistic Spectrum Disorder. The SEP runs in a child-centred manner and caters for their specific needs whether that be support within the classroom or withdrawal for parts of the school day. The school also has an Early Childhood Development Program (ECDP) based here that caters for children aged from birth to pre-prep who have low incidence disabilities.

In 2015, the school approximately had 4-6 per cent of students identified as Indigenous students.

The majority of the 2015 Year 6 cohort is currently attending Miami State High School in 2016.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	22	19	17
Year 4 – Year 7 Primary	26	28	23
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	3	13	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	1	0
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

- The school has implemented a Pedagogical Framework that underpins the teaching and learning expectations throughout the school. The teachers participate in planning days with our Head of Curriculum, Literacy Coach and Learning Support Teacher in order to cater for all our students whilst delivering the curriculum. During these planning days the assessment is planned and adapted if required.
- A variety of Internal Monitoring testing and data analysis also occurs throughout the school year.
- Stephanie Alexander Kitchen Garden Program for Years 3-6.
- Preparing for Early Educational Achievement Program (PEEA-POD Program)
- Access to computer labs, smaller computer pods, laptop trolleys, and a wireless connected resource centre.
- A thorough screening process in the early years that identifies students that require support and enables targeted learning support and intervention.
- A rotating timetable structure for Years 6 (similar to high school) enabling teachers to specialise in subject areas and exposing students to differing staff and strategies and styles.

Extra curricula activities

- The Burleigh Bunyips leadership program provides our Year 6 & 7 students to demonstrate their leadership qualities whilst giving back to our school community through our junior students. The program gives our senior students opportunities to develop their responsibility and communication skills whilst providing guidance to our juniors on how to play effectively and solve problems appropriately.
- Stephanie Alexander Kitchen Garden Program for students in Years 3-7 that has students involved with one or both gardening and cooking utilising our purpose built garden and kitchen.
- Coders Club is a new initiative that has started in 2016 for students interested in learning how to code.
- Reader's Club is a small group dedicated to the love of reading which meet once a week at the school library.
- Extracurricular offerings include school camps, instrumental music, school choirs, participation in Eisteddfods, inter-school and cluster initiated sport days, days of excellence, a variety of excursions, visiting performances and programs, and a variety of festivals.

How Information and Communication Technologies are used to improve learning

At Burleigh Heads State School technology is utilised to enhance the teaching and learning. All classrooms throughout the school have an interactive whiteboard installed to assist with teaching and learning. The teachers have access to their own work laptops and utilise a variety of fixed and mobile labs. The school has ensured that all learning spaces have wireless connectivity that enables students and staff to access information to support teaching and learning via laptops and iPads. The school library also has a laptop and iPad trolley that is utilised heavily.

Social Climate

Burleigh Heads State School engages a variety of school and community based personnel to conduct a range of pastoral care programs for students. These include:

- School Chaplaincy Program
- Burleigh Bunyips Leadership Program

- Behaviour Adjustment Teacher led Social Groups
- Guidance Officer Service
- In the 2015 School Opinion Survey 97.8% of parents agreed that their child likes being at Burleigh Heads State School. This is above the State mean.
- In the 2015 School Opinion Survey 95.7% of parents agreed that their child feels safe at Burleigh Heads State School.
- In the 2015 School Opinion Survey 88.6% of parents agreed that student behaviour is well managed at Burleigh Heads State School.
- In the 2015 School Opinion Survey 95.7% of parents agreed that teachers at Burleigh Heads State School treat students fairly.

Burleigh Heads State School has access to a school Chaplain that provides pastoral care for our students, staff and school community. He works strongly in conjunction with our Behaviour Management Teacher who provides proactive and reactive support for students with challenging behaviours and our Guidance Officer who also provides a myriad of services.

The school has a clear approach to bullying and considers all instances of reported bullying of high importance for intervention.

Burleigh Heads State School defines bullying as - deliberate behaviour that is intended to harm or disturb the victim and can be physical, verbal or emotional in manner and can occur in person, electronically or indirectly. Bullying behaviour is a repeated behaviour over a period of time which causes hurt, fear or humiliation in another person.

Burleigh Heads State School regard the following behaviours if repeated as possible examples of bullying behaviour:

• **PHYSICAL** – hitting, punching, shoving, slapping, pranks

• **VERBAL / EMOTIONAL** – spreading false rumours, excluding a person from a group, teasing, name calling, getting others to 'gang up' on individuals

• **ELECTRONIC** – sending mean spirited text, email or instant messages, posting inappropriate images or messages about others on websites, using someone else's user name to spread rumours or lies about someone

Burleigh Heads State School undertakes a whole-school approach to targeting bullying behaviour. We strive for all key stakeholders to have a common understanding of what bullying is and the processes to follow if it occurs. Each class will raise awareness of how to identify bullying and harassment at the beginning of the school year and revisit periodically when required. Bullying awareness will also occur through assembly messages periodically.

If bullying is reported it is investigated which may include witness statements to verify details and if substantiated our Responsible Behaviour Plan is applied.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	87%	93%	96%
this is a good school (S2035)	96%	95%	91%
their child likes being at this school (S2001)	92%	98%	98%
their child feels safe at this school (S2002)	100%	93%	96%
their child's learning needs are being met at this school (S2003)	92%	91%	89%
their child is making good progress at this school (S2004)	96%	91%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	90%	91%
teachers at this school motivate their child to learn (S2007)	88%	93%	96%
teachers at this school treat students fairly (S2008)	96%	86%	96%
they can talk to their child's teachers about their concerns (S2009)	88%	93%	93%
this school works with them to support their child's learning (S2010)	96%	91%	91%
this school takes parents' opinions seriously (S2011)	89%	93%	89%
student behaviour is well managed at this school (S2012)	91%	79%	89%
this school looks for ways to improve (S2013)	90%	95%	91%
this school is well maintained (S2014)	92%	88%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	94%	96%
they like being at their school (S2036)	95%	90%	97%
they feel safe at their school (S2037)	94%	90%	96%
their teachers motivate them to learn (S2038)	98%	94%	97%
their teachers expect them to do their best (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	89%	93%	96%
teachers treat students fairly at their school (S2041)	91%	85%	92%
they can talk to their teachers about their concerns (S2042)	85%	82%	87%
their school takes students' opinions seriously (S2043)	88%	90%	90%
student behaviour is well managed at their school (S2044)	78%	75%	77%
their school looks for ways to improve (S2045)	97%	94%	95%
their school is well maintained (S2046)	95%	90%	94%
their school gives them opportunities to do interesting things (S2047)	95%	93%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	92%	100%
they feel that their school is a safe place in which to work (S2070)	93%	97%	96%
they receive useful feedback about their work at their school (S2071)	91%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	98%	94%	96%
student behaviour is well managed at their school (S2074)	78%	86%	100%
staff are well supported at their school (S2075)	89%	92%	93%
their school takes staff opinions seriously (S2076)	85%	88%	92%
their school looks for ways to improve (S2077)	98%	97%	93%
their school is well maintained (S2078)	81%	84%	81%
their school gives them opportunities to do interesting things (S2079)	87%	97%	100%

# '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

Burleigh Heads State School encourages parental involvement with the school and their child's classrooms. Many classrooms actively encourage parental support for classroom programs whilst communicating with those that cannot attend through a variety of methods such as Facebook, email, SMS texting and through the a downloadable Q Schools smartphone app. The school holds two parent teacher interview weeks whereby progress reports can be discussed in addition to parent information sessions held each year at the beginning of Term 1. The school has an active P & C body that is always welcoming of new members and is actively involved in a variety of school-based programs such as the Stephanie Alexander Kitchen Garden Program. The P&C run many services for the school inclusive of the tuckshop, uniform shop, second-hand shop, canteen services for school events such as discos and fund the Kitchen Coordinator component of the Stephanie Alexander Kitchen Garden program.

Our Student Support Services team regularly liaise ith parents/caregivers to ensure that students that require adjustments are catered for within the classroom.

Reducing the school's environmental footprint

The school has continued to implement in the last 12 months a variety of strategies to reduce our environmental footprint. The school has decreased our electricity usage over the 2014-2015 period through a variety of strategies. The school utilises a variety of strategies to minimise water usage such as re-establishing the old sprinkler system which is now no longer dependent on town water. The school has invested in a 10,000l water tank with 2 spear pumps to ensure reliable water for the school oval. In addition to this we continue to use our water tanks for watering the Stephanie Alexander Garden and for the Year 4/5 toilet block. Heads State School continues to endeavour to reduce our environment footprint into 2016.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	154,002	2,481
2013-2014	187,228	0
2014-2015	146,427	

*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.

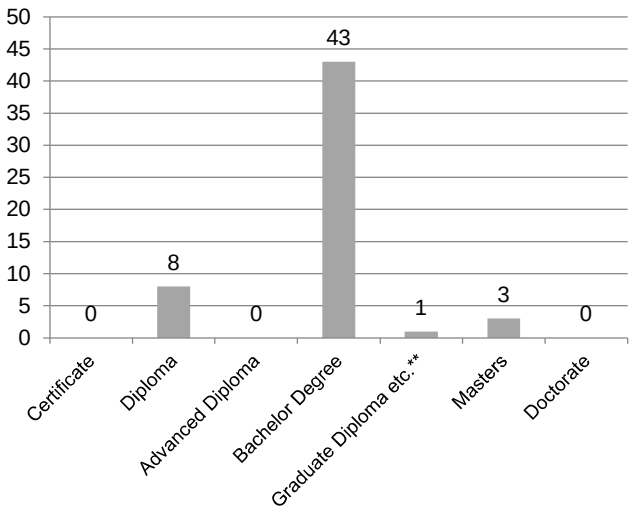
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	45	0
Full-time equivalents	43	31	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
Total	**55**



*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 $8,977.

The major professional development initiatives are as follows:

Burleigh Heads State School has undertaken several activities that involve in-house and external professional development. These
include:

- **Literacy Coaching**
- **Targeted professional development provided by school staff in Reading and Writing**
- **Teacher observations at other schools**
- **Data Analysis**
- **Peer Coaching Training**
- **First Aid and CPR Training**
- **Asbestos Training**
- **Stephanie Alexander Kitchen and Garden Program Training**
- **Budget Training**
- **Core Business Principal Days**

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.	97%	97%	95%

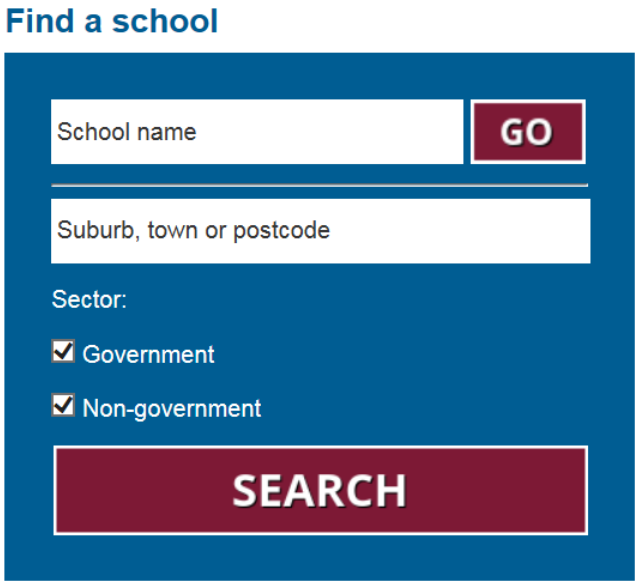
Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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.**



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).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	89%

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)

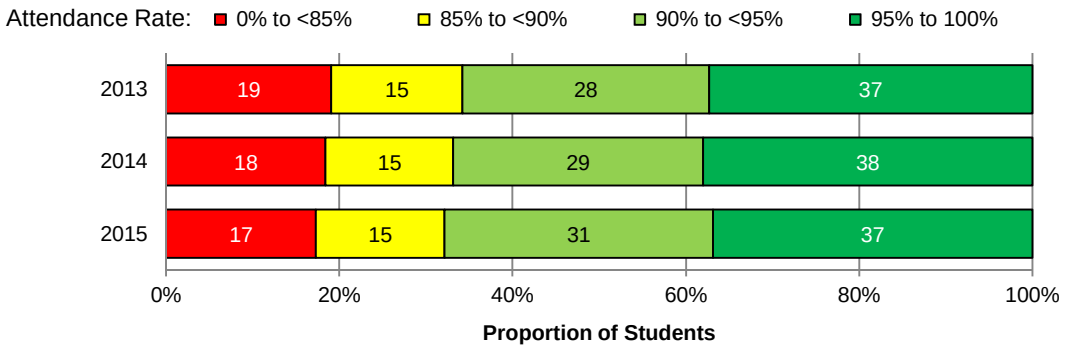
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	88%	91%	92%	90%	92%	91%	90%					
2014	91%	91%	90%	91%	90%	90%	91%	90%					
2015	91%	92%	92%	91%	90%	91%	89%						

*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.

The State Education Act states that children between the age of 6 and 15 years must attend school and shall be absent only when they have a valid reason. Routine telephone calls will be made to the homes of students who are absent for three days and from whom there has been no notification to the school.

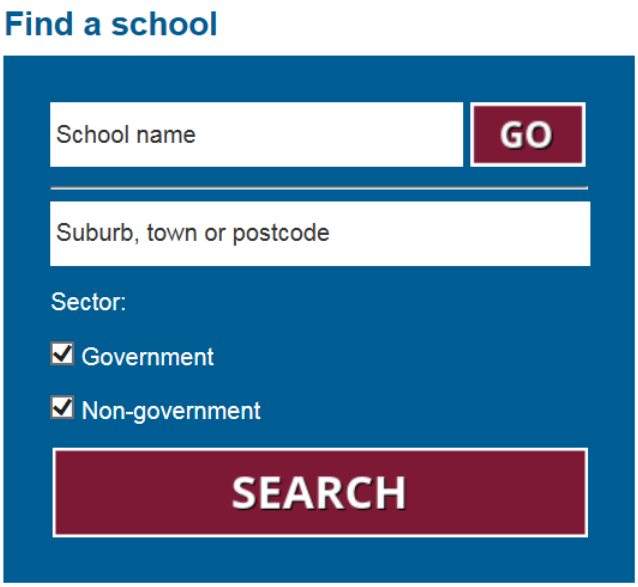
We ask all parents to ensure that their children attend school regularly and on time as no child can make steady progress if frequent absences interrupt his/her schooling. Whenever your child is absent from school class teachers should receive a note explaining the absence. This helps identify truancy situations which occur on rare occasions and assists in ensuring children's greater security.
Where a prolonged absence is anticipated, notification to this effect would be valued.
No child is permitted to leave the school or playground during school time without a note from parents. Arrangements are to be approved by the Principal.
Late students must collect a Late Slip from the office. Note: A student's learning is disadvantaged if they are continually late for school.
No child is permitted to leave the grounds at any time unless a note has been written by a parent/guardian or a parent makes a personal request to an administrator. Students must be signed out at the office and collected by a parent/carer.

School rolls are marked twice each day (morning and afternoon) and SMS text messages are sent to all parents/caregivers of absent students by midday each day. These SMS text messages allow parents to inform the school of the reasons for their child's absence.

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.