



Burleigh Heads State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Burleigh Heads State School (BHSS) was established in 1917. The school has an enrolment of approximately 520-530 students from Prep to Yr 6. The school has an ECDU and a Special Education Unit. The school has several significant curriculum offerings that cater for our diverse range of students. We are currently a Stephanie Alexander Kitchen Garden school. The school has a thorough screening process in the early years that identifies students who require support, enabling targeted learning and intervention. Extracurricular offerings include school camps, STEAM (Science, Technology, Engineering, Arts and Mathematics) lessons, instrumental music, choirs, Eisteddfods, interschool and cluster sports days, days of excellence, excursions, visiting performances and programs, and festivals. Students have access to a fixed and a mobile computer lab with smaller computer pods throughout the school. All classrooms have interactive whiteboards. Parents are encouraged to be involved in their children's education through direct involvement in classrooms, as volunteers or through the Parents and Citizens Association. The latter supports a wide range of activities that provide financial support to the global budget.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Spelling – Greater focus on consistent Spelling Pedagogical practices from Prep to Year 6. Ongoing professional development throughout 2017.

Reading – Continuation of embedding of schoolwide Reading practices with supportive coaching occurred throughout 2017.

Writing – Coaching continued for all teachers for Writing with a particular focus on planning to ensure signature practices are embedded.

Future Outlook

TARGET MEASURES

Increase the percentage of students achieving in the upper two bands in Naplan Reading, Writing and Mathematics

- Year 3 U2B Writing 50%+
- Year 5 U2B Writing 40%+
- Year 3 U2B Reading 45%+
- Year 5 U2B Reading 35%+

Developing an expert teaching team:

- Continued refinement of whole school overarching Explicit Teaching pedagogy through in class coaching and feedback
- Coach sets collaborative professional growth goal(s) with each teacher, which align with whole school improvement agenda
- Continued Personal Development, planning, modelling, coaching and resourcing to deliver explicit teaching of Big 6, Seven Steps/Six Traits writing, Synthetic Phonics and STEAM.
- Whole school refinement of teacher data literacy skills; effect size, benchmarks and targets
- Planning days to ensure systematic curriculum delivery, lower variation explicit teaching and effective differentiation

Developing systems to differentiate teaching and learning:

- Differentiated pathways are planned for various ability groups of students in response to analysis of data
- Instructional methods matched to phases of learning, including small group guided teaching
- Differentiated classroom teaching documented and tracked for accountability
- Student goal setting and tracking of progress
- Continued PD, planning, modelling, coaching and resourcing to deliver differentiated in class teaching (STLaN and Literacy Coach)
- Early intervention targeted synthetic phonics/Decoding remediation Prep-Year 3
- Second wave Reading remediation Year 4-Year 6
- Extension Reading and Writing Groups Prep-Year 3
- STEAM program implemented whole school
- End of year whole school data analysis (e.g. effect size, benchmarks, achievement targets) to ascertain distance travelled and effectiveness of differentiation for each student

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	535	260	275	31	91%
2016	512	247	265	28	90%
2017	516	254	262	29	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Burleigh Heads State School's total enrolment remained stable from 2016 into 2017. The school continues to cater for a broad range of students for the Burleigh Heads community. The school demographics has shown a move towards a higher percentage of socio-economic population as the value of the Burleigh Heads property is experiencing considerable growth. In 2017, the school indigenous population was 6% and the students with disability population was 7%.

Our school has a Special Education Program (SEP) which caters for students with Intellectual Impairment, Speech Language Impairment, Physical Impairment, Hearing 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.

The majority of the 2017 Year 6 cohort is currently attending Miami State High School in 2018.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	23	24
Year 4 – Year 6	27	25	26

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, Special Education Teachers 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. Moderation processes may also occur during this time.
- Support for teachers occurs through an established coaching model with an established Literacy Coach.

- A variety of Internal Monitoring testing and data analysis also occurs throughout the school year.
- Stephanie Alexander Kitchen Garden Program for Years 3-6.
- 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.
- STEAM (Science, Technology, Engineering, Arts and Mathematics) teacher currently teaching 2 days a week.

Co-curricular Activities

- The Burleigh Bunyips leadership program provides our Year 5 & 6 students an ability to demonstrate their leadership qualities whilst giving back to our school community through creating a supportive school culture with 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 3-6 that has students involved with one or both gardening and cooking utilising our purpose-built garden and kitchen.
- Coders Club is an initiative that was started in 2016 for students interested in learning how to code and operates during the school lunch breaks which is overseen by our I.T. technician.
- Reader's Club is a small group dedicated to the love of reading which meet once a week at the school library with the support of our school Librarian.
- 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 Assist 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 computer 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. A Coding Club is established which is led by our I.T. technician and coding is taught for a variety of year levels through library lessons. STEAM (Science, Technology, Engineering, Arts and Mathematics) also incorporates Information and Communication Technologies through iPads, robotics and Spheros.

Social Climate

Overview

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
- Establishment of the HUB precinct
- Behaviour Adjustment Teacher led Social Groups
- Guidance Officer Service
- In the 2017 School Opinion Survey 94% of parents agreed that their child likes being at Burleigh Heads State School. This is above the State mean.
- In the 2017 School Opinion Survey 94% of parents agreed that their child feels safe at Burleigh Heads State School.
- In the 2017 School Opinion Survey 82% of parents agreed that student behaviour is well managed at Burleigh Heads State School.
- In the 2017 School Opinion Survey 94% 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. She 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	83%	91%
this is a good school (S2035)	91%	95%	91%
their child likes being at this school* (S2001)	98%	100%	94%
their child feels safe at this school* (S2002)	96%	91%	94%
their child's learning needs are being met at this school* (S2003)	89%	83%	85%
their child is making good progress at this school* (S2004)	93%	87%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	94%
teachers at this school motivate their child to learn* (S2007)	96%	96%	91%
teachers at this school treat students fairly* (S2008)	96%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	91%	91%
this school works with them to support their child's learning* (S2010)	91%	87%	85%
this school takes parents' opinions seriously* (S2011)	89%	91%	84%
student behaviour is well managed at this school* (S2012)	89%	74%	82%
this school looks for ways to improve* (S2013)	91%	89%	93%
this school is well maintained* (S2014)	91%	87%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	99%	96%
they like being at their school* (S2036)	97%	99%	95%
they feel safe at their school* (S2037)	96%	94%	93%
their teachers motivate them to learn* (S2038)	97%	100%	96%
their teachers expect them to do their best* (S2039)	99%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	95%
teachers treat students fairly at their school* (S2041)	92%	93%	85%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	87%	97%	91%
their school takes students' opinions seriously* (S2043)	90%	99%	89%
student behaviour is well managed at their school* (S2044)	77%	82%	81%
their school looks for ways to improve* (S2045)	95%	94%	97%
their school is well maintained* (S2046)	94%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	96%	96%	100%
they receive useful feedback about their work at their school (S2071)	93%	91%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	100%	87%	96%
staff are well supported at their school (S2075)	93%	96%	83%
their school takes staff opinions seriously (S2076)	92%	91%	83%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	81%	96%	79%
their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

* 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

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 email, SMS texting, social media and through the downloadable Q Schools smartphone app.

Each year 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 fundraising to support the school and our students. The P&C run many services for the school community inclusive of the uniform shop, canteen services for school events such as discos, breakfast club and the Stephanie Alexander Kitchen Garden Program.

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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our Behaviour Management teacher works proactively and reactively with cohorts, groups and individuals across the school from Prep to Year 6. As a school we utilise the Life Education program annually and supplement this with targeted discussions when required proactively and reactively. The school also engages Act for Kids and Bravehearts for targeted programs. As a school we have worked hard in establishing a culture throughout the students that is led by our Year 5 and Year 6 students through the Burleigh Bunyips program. As a school we promote and have implemented the High 5 Conflict and Bullying Resolution from Prep to Year 6.

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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	6	16	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The Burleigh Heads State School continues to implement a variety of strategies to reduce our environmental footprint. The school utilises a variety of strategies to minimize water usage such as utilising bore water to water areas of the school grounds such as the school oval and Stephanie Alexander Garden. Water tanks are utilised for some of the toilets across the school.

Our electricity consumption over the 2016-2017 year has shown to be the lowest in 4 years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	146,427	
2015-2016	208,648	
2016-2017	107,430	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	36	0
Full-time Equivalent	38	24	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	13
Bachelor degree	33
Diploma	9
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 2017 were \$3422.

The major professional development initiatives are as follows:

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

- Literacy Coaching
- Targeted professional development provided by school staff in Reading, Writing and Spelling
- Teacher observations within other classrooms and 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 and Principal Conference
- Jim Knight Instructional Coaching
- SERSEN Days
- An array of Speech Language Pathology PD

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	94%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	90%

*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 2017 for all Queensland Primary schools was 93%.

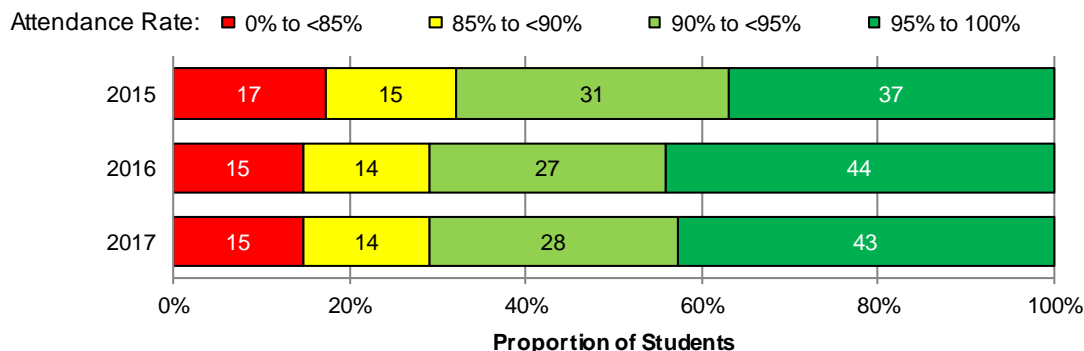
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	92%	92%	91%	90%	91%	89%						
2016	93%	91%	92%	93%	92%	91%	92%						
2017	93%	92%	91%	91%	92%	91%	90%						

*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.

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 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.

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 mid-morning each day. These SMS text messages allow parents to inform the school of the reasons for their child's absence.

The school acknowledges students/classrooms weekly that have achieved 95% or higher attendance in any given week.

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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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.