Principal’s foreword

Introduction
Welcome to the 2011 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 2011

The Burleigh Heads State School foci for 2011 were as follows:

Implementation of Teaching and Learning Audit recommendations
The school has implemented all recommendations from the previous Teaching and Learning Audit and continues to monitor the effectiveness of these actions. The school has undertaken an extensive induction program for new staff to ensure clear understandings of processes and support mechanisms.

Preparation for implementation of National Curriculum
The school is implementing all required aspects of the National Curriculum through the Curriculum into Classroom resource provided by Education Queensland and school based resources. The teachers have been utilising technology to work together in the effective delivery of the new curriculum in a team-based approach.

Continue to work on Closing the Gap for all indigenous students
We have continued to work towards closing the gap for all indigenous students. Due to the small numbers of indigenous students

Successful utilisation of new and upgraded facilities
The school is happy to have new facilities with a new hall, office and resource centre. These new facilities have been heavily used with activities such as the Before and After School Care, school discos, staff meetings, PCCC meetings, kids club and a myriad of school-based activities for teaching and learning.

Full implementation of the Stephanie Alexander Kitchen Garden Program
The Stephanie Alexander Kitchen Garden Program was fully operational at the end of the 2011 school year. It was launched with much effort with the creation of the garden on April 2, 2011 and students enjoyed establishing and maintaining the garden.

Future outlook
The key areas of improvement that has been outlined in the School Implementation Plan for 2012 are as follows:

1. Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.
2. Implementation of the Australian Curriculum and mandatory LOTE
3. Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations
4. A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.
5. Implementation of developing Performance Plans for administrators and teaching staff.
6. Consolidation of OneSchool as the operational environment for school data, plans and financial operations.
7. Grammar and Punctuation and Reading will be the main areas of the school’s improvement agenda in 2012.
8. Use of digital means such as EdStudio to extend student learning outside the classroom and increase the use of electronic communication to parents.
9. Implementation of the National Curriculum in a collaborative and supportive manner.
Our school at a glance

School Profile
Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>529</td>
<td>267</td>
<td>262</td>
<td>90%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Burleigh Heads State School total enrolment is currently experiencing rapid growth. 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.
Our school is currently showing significant growth in the junior end of the school particularly in the Prep cohort.
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 2011, the school approximately had 5-6 per cent of students identified as Indigenous students.
The majority of 2011 Year 7 cohort is currently attending Miami State High School in 2012.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.9</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>7</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings
Our distinctive curriculum offerings
- Burleigh Brainstormers program that supports and enriches students with higher ability levels through providing enrichment and extension activities.
- Access to computer labs, smaller computer pods, laptop trolleys, and a wireless connected resource centre.
- Stephanie Alexander Kitchen Garden Program for Years 3-7.
- 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 & 7 (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 3-6 that has students involved with one or both gardening and cooking utilising our purpose built garden and kitchen.
- Extracurricular offerings include school camps, instrumental music, school choirs, participation in Eisteddfods, interschool and cluster initiated sport days, days of excellence, a variety of excursions, visiting performances and programs, and a variety of festivals.

Information and Communication Technologies are used to assist learning
At the time of publication of this Annual Report all classrooms have an interactive whiteboard installed to assist with teaching and learning in a digital age. The teachers have access to their own work laptops and utilise the school computer lab on a regularly basis. The school library also has a laptop trolley that is utilised heavily and the school is progressing the access to wireless areas. Teachers utilise and access a wide range of technology and digital media such as digital cameras, Mathletics, iMovie, Garageband and class blackboard sites. Several classes have virtual classrooms in operation and communication digitally is heavily encouraged.

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
- Breakfast Club Social Program conducted by the school Behaviour Adjustment Teacher and Guidance Officer
- In the 2011 School Opinion Survey 92% of parents were either satisfied or very satisfied and that their child is happy to go to Burleigh Heads State School. This is above the State mean.

Burleigh Heads State School in 2011 had a particularly challenging small minority group of students particularly in Year 7 which impacted on the social climate of the school.
- In the 2011 School Opinion Survey 72% of parents were either satisfied or very satisfied that their child was safe at Burleigh Heads State School.
- In the 2011 School Opinion Survey 62.5% of parents were either satisfied or very satisfied with student discipline at Burleigh Heads State School.
- In the 2011 School Opinion Survey 70.8% of parents were either satisfied or very satisfied and that their child is treated fairly at Burleigh Heads State School.

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.
Our school at a glance

Parent, student and teacher satisfaction with the school

The general overall satisfaction of parents indicates that in the majority of areas Burleigh Heads State School has a higher satisfaction rate than the State, South-East and Like Schools.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>76%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

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, virtual classrooms and SMS texting. 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, Village Café and Breakfast Club.
Our school at a glance

Reducing the school’s environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Burleigh Heads State School has installed several initiatives to reduce our environmental footprint such as:
- Installation of solar on ‘B’ Block (another round of solar will be installed in 2012)
- Installation of 4 x 5000 litre water tanks to support our Stephanie Alexander garden
- Installation of water tanks with new school hall.
- All staff are encouraged to minimise their power usage and monitor for and inform our BSM of plumbing issues.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>177,051</td>
<td>4,314</td>
</tr>
<tr>
<td>2010</td>
<td>131,536</td>
<td>2,278</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>35%</td>
<td>89%</td>
</tr>
</tbody>
</table>

2011 School Annual Report

Queensland Government
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>48</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>37</td>
<td>23</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $26,347.59. Some of the professional development initiatives in 2011 are as follows:
- Code of Conduct Training
- Student Protection Training
- First Aid Training
- Stephanie Alexander Kitchen Garden Training
- Advanced Autism Workshop
- Writing – Narrative, Informational and Persuasive
- QITE State Conference
- Expecting Comprehension from Early Readers P-3
- Science Spark Professional Development
- 1-2-3 Magic Parenting Facilitator Course
- Rock and Water Training
- eLearning Kidsmart Program
- Maths – Number and Algebra
- Beginning to Differentiate
Our staff profile

- All teachers participate in in-school collegial professional development with a focus on student data and differentiation.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

**Proportion of staff retained from the previous school year**
From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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/](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 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page. School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school’s entry web page. 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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>90%</td>
<td>93%</td>
<td>89%</td>
<td>93%</td>
<td>92%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

![Attendance Distribution Graph](image)

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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).

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/](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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Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Burleigh Heads State School had at the July Census data date a total number of indigenous students of 33. Burleigh Heads State School’s Closing the Gap Report has shown that the gap between Indigenous and No-Indigenous Mean Scale Scores in Year 3 Reading was 47.0 and Mean Scale Scores in Year 3 Numeracy was 74.8. It should be noted however there were only 2 indigenous students in last year’s Year 3 cohort.

Indigenous attendance rate was 89.2% as compare to Non-Indigenous Student attendance rate of 91.5%.