



Burleigh Heads State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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### School overview

Burleigh Heads State School (BHSS) was established in 1917. The school has an enrolment of approximately 520 students from Prep to Yr 6. 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 camps, 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 another mobile computer lab with smaller computer pods throughout the school. The school has an ECDU and a Special Education Unit. All classrooms have interactive whiteboards to which enable digital resources to be utilised to support pedagogy. 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.

### School progress towards its goals in 2018

#### Target Measures

Our target measures for 2018 were based around achieving Upper 2 Band (U2B) self-selected targets for Reading and Writing in the Year 3 & 5 Naplan results. We were able to exceed our self-selected targets for Reading in both Year 3 & 5 Naplan results but did not reach our self-selected targets for Writing (however it is worth noting we exceeded the National U2B results in the Year 5 Writing Naplan).

#### Developing an expert teaching team

Targeted coaching occurred throughout 2018 whereby feedback was provided on pedagogy and alignment with whole school improvement strategies. Both formal and informal settings were utilised to develop an expert teaching team.

#### Developing systems to differentiate teaching and learning

This is an ongoing area of focus as we establish differentiated pathways and instructional methods to suit our changing clientele.

### Future outlook

Sharpen the school's Explicit Improvement Agenda (EIA) to include specific strategies, targets and milestones for improvement that directly relate to learning gains for all students and widely communicate this across the school and wider community.

Establish an instructional leadership model for all school leaders that articulates the roles, responsibilities and accountabilities aligned to the EIA.

Collaboratively review the school's pedagogical framework and ensure all staff members have a deep knowledge and understanding of the agreed pedagogical practices to support the EIA.

Know and understand every student's academic, emotional and social profile.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	512	516	531
Girls	247	254	261
Boys	265	262	270
Indigenous	28	29	28
Enrolment continuity (Feb. – Nov.)	90%	93%	94%

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

Burleigh Heads State School's total enrolment increased from 2017 into 2018 by 16 students on Day 8 staffing numbers. 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. Our Enrolment Continuity percentage has continued to increase to 94%.

In 2018, the school indigenous population was 5% and the students with disability population was 8%.

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 2018 Year 6 cohort is currently attending Miami State High School in 2019.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	22
Year 4 – Year 6	25	26	26

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

- 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 occurred 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:

- Guidance Officer Service
- Behaviour Adjustment Teacher led Social Groups
- Burleigh Bunyips Leadership Program
- Establishment of the HUB precinct
- School Chaplaincy Program
- In the 2018 School Opinion Survey 95.6% of parents agreed that their child likes being at Burleigh Heads State School. This is above the State mean.
- In the 2018 School Opinion Survey 97.7% of parents agreed that their child feels safe at Burleigh Heads State School.
- In the 2018 School Opinion Survey 85.7% of parents agreed that student behaviour is well managed at Burleigh Heads State School.
- In the 2018 School Opinion Survey 90.9% 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.

Our Student Services Team (consisting of our ST:LaN, Guidance Officer, Behaviour Adjustment Teacher, Speech Pathologist, Deputy Principal) meets weekly and case manages students into programs offered across the school based on their respective needs.

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

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)	83%	91%	89%
• this is a good school (S2035)	95%	91%	98%
• their child likes being at this school* (S2001)	100%	94%	96%
• their child feels safe at this school* (S2002)	91%	94%	98%
• their child's learning needs are being met at this school* (S2003)	83%	85%	89%
• their child is making good progress at this school* (S2004)	87%	91%	93%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	90%
• teachers at this school motivate their child to learn* (S2007)	96%	91%	95%
• teachers at this school treat students fairly* (S2008)	90%	94%	91%
• they can talk to their child's teachers about their concerns* (S2009)	91%	91%	91%
• this school works with them to support their child's learning* (S2010)	87%	85%	93%
• this school takes parents' opinions seriously* (S2011)	91%	84%	95%
• student behaviour is well managed at this school* (S2012)	74%	82%	86%
• this school looks for ways to improve* (S2013)	89%	93%	88%
• this school is well maintained* (S2014)	87%	88%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	96%	93%
• they like being at their school* (S2036)	99%	95%	95%
• they feel safe at their school* (S2037)	94%	93%	93%
• their teachers motivate them to learn* (S2038)	100%	96%	88%
• their teachers expect them to do their best* (S2039)	100%	97%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	90%
• teachers treat students fairly at their school* (S2041)	93%	85%	79%
• they can talk to their teachers about their concerns* (S2042)	97%	91%	84%
• their school takes students' opinions seriously* (S2043)	99%	89%	84%
• student behaviour is well managed at their school* (S2044)	82%	81%	89%
• their school looks for ways to improve* (S2045)	94%	97%	93%
• their school is well maintained* (S2046)	100%	94%	90%
• their school gives them opportunities to do interesting things* (S2047)	97%	94%	87%

\* 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)	100%	96%	93%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	93%
• they receive useful feedback about their work at their school (S2071)	91%	88%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	96%
• student behaviour is well managed at their school (S2074)	87%	96%	96%
• staff are well supported at their school (S2075)	96%	83%	75%
• their school takes staff opinions seriously (S2076)	91%	83%	81%
• their school looks for ways to improve (S2077)	100%	100%	93%
• their school is well maintained (S2078)	96%	79%	82%
• their school gives them opportunities to do interesting things (S2079)	100%	96%	92%

\* 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, Class Dojo, 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. The P&C have been working hard in fundraising to provide air conditioning for all classrooms throughout the school.

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 education 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 in running programs such as Drumbeat and Magic 1,2,3 for parents/caregivers. 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. We utilise a Chaplain who assists in school programs and supports families that are in need for a variety of reasons.

## School disciplinary absences

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	16	6	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
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 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 2017-2018 year has shown an increase and this could be due to extra air-conditioners being installed across the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	208,648	107,430	162,407
Water (kL)			1,691

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.

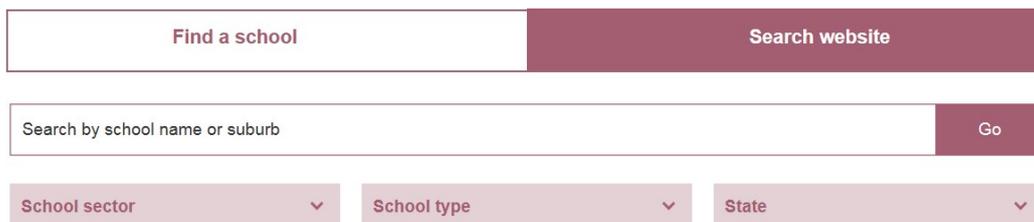
## School funding

### 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

Search by school name or suburb 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	46	43	0
Full-time equivalents	38	29	0

\*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	3	
Graduate Diploma etc.*	12	
Bachelor degree	41	
Diploma	14	
Certificate	1	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$24,159.

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
- CPR Training
- STEAM Professional Development
- Asbestos Training
- Stephanie Alexander Kitchen and Garden Program Training
- Budget Training
- Core Business Principal Days
- SERSEN Days
- An array of Speech Language Pathology PD

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.	96%	94%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	92%	92%	92%
Attendance rate for Indigenous** students at this school	90%	90%	91%

\* 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

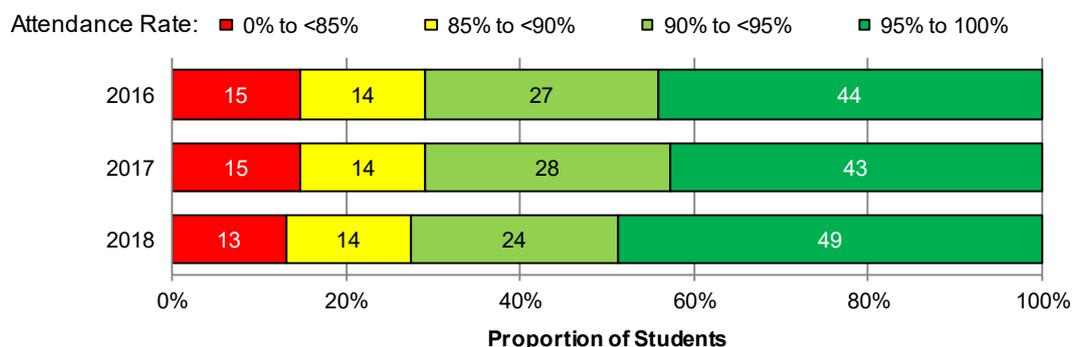
Year level	2016	2017	2018
Prep	93%	93%	92%
Year 1	91%	92%	92%
Year 2	92%	91%	92%
Year 3	93%	91%	92%
Year 4	92%	92%	93%
Year 5	91%	91%	93%
Year 6	92%	90%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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.

The school administration will contact parents/caregivers regarding prolonged 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.

Find a school	Search website	
Search by school name or suburb		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
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4. Click on 'NAPLAN' to access the school NAPLAN information.

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