Burleigh Heads State School
Queensland State School Reporting
2014 School Annual Report

Postal address	PO Box 85 Burleigh Heads 4220
Phone	(07) 5568 6666
Fax	(07) 5568 6600
Email	the.principal@burlheadss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Mr Peter Tong

Principal's foreword

Introduction

Welcome to the 2014 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 2014

School progress on our goals for 2014:

- Pedagogical and Feedback Framework – Developing a Whole School Feedback Framework that is explicit and understood by students, staff and parents. This year we have launched our Sticker Badge Program that is targeted at providing feedback to students and parents about the qualities and achievements we seek in all students.
- Writing – Continue to embed consistent practices with the teaching of Writing. Seven Steps to Writing is embedded across the school.
- Reading. – Continue to embed consistent practices with the teaching of Reading. Our Daily 5 literacy strategy is embedded across the school.
- Numeracy – Provide professional development for Numeracy. This is an ongoing area for focus with further actions to occur in this area in 2015.
- Parent and Community Engagement – Continue to enhance the current communication modes and methods and reinforce school expectations with communication from teachers to parents. The school has continued to build upon effective communication modes throughout the 2014 school year and is looking to extend this to QParents in 2015.

Future outlook

Key areas for improvement as defined in the School Implementation Plan for 2015 include:

- Pedagogical Framework - consolidate School Pedagogical Framework, implement Feedback Framework and continue a Coaching Culture.
- Writing - Embed the Daily Five strategy and the Seven Steps to Writing.

- Reading - Continue to embed consistent practices with the teaching of Reading.
- Numeracy - provide professional development in 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**

Year levels offered in 2014: **Early Childhood - Year 6**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	579	291	288	93%
2013	556	276	280	91%
2014	566	266	300	89%

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

Characteristics of the student body:

Burleigh Heads State School total enrolment is over the past few years indicates growth with enrolments for 2014 again rising by another 16 students (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.
Our student numbers over the past few years is showing significant growth in the junior end of the school; with an increase in our Prep intake for 2015 from the previous year.
The school has a Special Education Program (SEP) that has had anywhere from 45-55 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 2014, the school approximately had 5-6 per cent of students identified as Indigenous students.

The majority of the 2014 Year 6 and 7 cohort is currently attending Miami State High School in 2015.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	23	22	19
Year 4 – Year 7 Primary	26	26	28

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	12	3	13
Long Suspensions - 6 to 20 days	1	0	0
Exclusions[#]	0	0	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- 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.
- 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

All classrooms throughout the school 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 a variety of fixed and mobile labs. The school has finalised all learning spaces with wireless connectivity that enables students and staff to access information via laptops and iPads. The school library also has a laptop and iPad trolley that is utilised heavily. 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 2014 School Opinion Survey 98% of parents agreed that their child likes being at Burleigh Heads State School. This is above the State mean.
- In the 2014 School Opinion Survey 93% of parents agreed that their child feels safe at Burleigh Heads State School.
- In the 2014 School Opinion Survey 79% of parents agreed that student behaviour is well managed at Burleigh Heads State School.
- In the 2014 School Opinion Survey 86% 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:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	87%	93%
this is a good school (S2035)	96%	96%	95%
their child likes being at this school* (S2001)	100%	92%	98%
their child feels safe at this school* (S2002)	96%	100%	93%
their child's learning needs are being met at this school* (S2003)	93%	92%	91%
their child is making good progress at this school* (S2004)	88%	96%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	90%
teachers at this school motivate their child to learn* (S2007)	96%	88%	93%
teachers at this school treat students fairly* (S2008)	92%	96%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	93%
this school works with them to support their child's learning* (S2010)	96%	96%	91%
this school takes parents' opinions seriously* (S2011)	92%	89%	93%
student behaviour is well managed at this school* (S2012)	74%	91%	79%
this school looks for ways to improve* (S2013)	92%	90%	95%
this school is well maintained* (S2014)	93%	92%	88%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	100%	94%
they like being at their school* (S2036)	92%	95%	90%
they feel safe at their school* (S2037)	90%	94%	90%
their teachers motivate them to learn* (S2038)	97%	98%	94%
their teachers expect them to do their best* (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	89%	93%
teachers treat students fairly at their school* (S2041)	85%	91%	85%
they can talk to their teachers about their concerns* (S2042)	86%	85%	82%
their school takes students' opinions seriously* (S2043)	86%	88%	90%
student behaviour is well managed at their school* (S2044)	85%	78%	75%
their school looks for ways to improve* (S2045)	99%	97%	94%
their school is well maintained* (S2046)	92%	95%	90%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	93%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	92%
they feel that their school is a safe place in which to work (S2070)		93%	
they receive useful feedback about their work at their school (S2071)		91%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	94%
student behaviour is well managed at their school (S2074)		78%	86%
staff are well supported at their school (S2075)		89%	92%
their school takes staff opinions seriously (S2076)		85%	88%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school looks for ways to improve (S2077)		98%	97%
their school is well maintained (S2078)		81%	84%
their school gives them opportunities to do interesting things (S2079)		87%	97%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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, SMS texting and through the a downloadable 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.

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 increase our water usage however this was due to 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. Our electricity usage has gone downwards over the past 12 months. Burleigh Heads State School continues to endeavour to reduce our environment footprint into 2015.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	199,203	2,113
2012-2013	154,002	2,481
2013-2014	187,228	0

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.

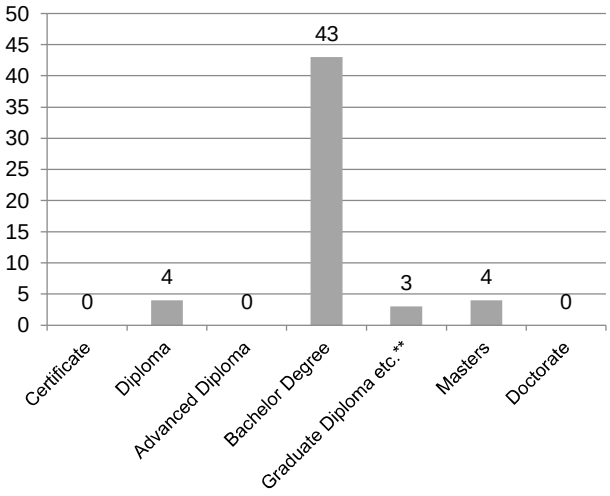
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	46	0
Full-time equivalents	44	31	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
Total	**54**



*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 2014 were $13, 076.

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:

- 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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

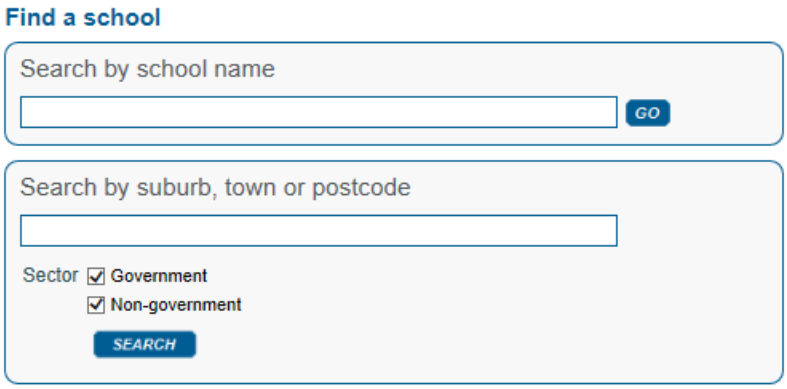
Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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 **'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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	90%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

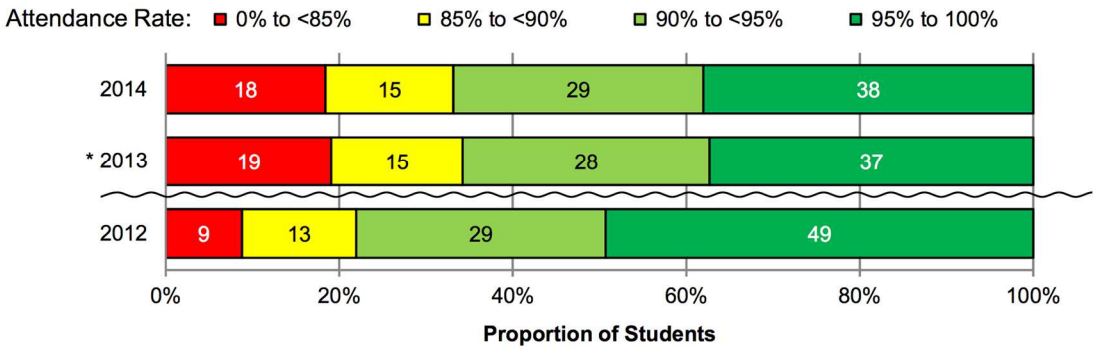
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	93%	92%	94%	93%	94%	93%					
2013	88%	91%	92%	90%	92%	91%	90%					
2014	91%	90%	91%	90%	90%	91%	90%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

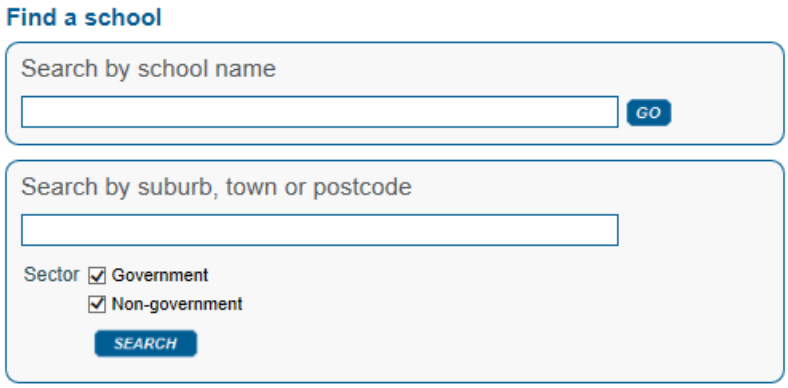
The State Education Act states that children between the age of 6 and 15 years must attend school and shall be absent only when they have a valid reason. Routine telephone calls will be made to the homes of students who are absent for three days and from whom there has been no notification to the school.
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) 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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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 August Census data date a total number of indigenous students of 33.

Burleigh Heads State School's Closing the Gap Report has shown that there was a gap of 39 points between non-indigenous and indigenous students in Reading and a gap of 14 points in Numeracy. The Indigenous students performed better than Non-Indigenous Mean Scale Scores in Year 3 Writing by 3 points. It should be noted however there were only 8 Indigenous students in last year's Year 3 cohort.

Burleigh Heads State School's Closing the Gap Report for Year 5 Indigenous students showed a gap of 85 points in Reading between Indigenous and Non-Indigenous students, in Writing there was a gap of 79 points between Indigenous and Non-Indigenous students, and in Numeracy, the gap of 35 points occurred between Indigenous and Non Indigenous students. It should be noted however there were only 4 indigenous students in last year's Year 5 cohort.

Burleigh Heads State School's Closing the Gap Report for Year 7 Indigenous students showed a gap of 45 points in Reading, 23 points in Writing and 43 points in Numeracy. It should be noted however there were only 2 indigenous students in last year's Year 7 cohort.

Indigenous attendance rate was 87.4% as compared to Non-Indigenous Student attendance rate of 91.0%.