



Burketown State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Burketown State School is a Prep to Year Six Primary School. Students, staff and community work actively and collaboratively to provide a safe and caring learning environment where the development of skills and knowledge are acquired to confidently equip the students for the future. Our vision of the well-educated child in the 21st Century is a student with: a strong sense of self worth, high-level academic skills, effective communication and interpersonal skill, the ability to problem solve and to think both creatively and critically, an understanding of cultural and environmental issues, the development of self-discipline and socially responsible behaviours, a love of learning, and recognition that learning is a life long process. Burketown State School strives to achieve these outcomes by focussing on literacy and numeracy whilst implementing a curriculum that covers all current Key Learning Areas of the Australian Curriculum, being an active member of the Western Alliance Cluster where common integrated curriculum units are developed and moderated, and maintaining high expectation for student achievement and behaviour.

Principal's Foreword

Introduction

The following report provides concise information on the profile of the school, the priorities undertaken in 2016 and the progress that has been made. It also provides an insight into the future direction the school will take and the reasoning behind this.

As a school community, our focus in 2016 was to improve all student outcomes under our whole school improvement agenda. In 2016 Investing for Success (I4S) funds were used to employ additional staff to implement intensive reading program develop, resource and implement a professional development and coaching program to support teachers in high yield teaching strategies, pedagogy, case management, develop/implement the alignment of Whole School Curriculum and Unit planners, assessment and Reporting, embed the use of short term data cycles to inform teaching and learning, develop - align and implement School Curriculum, assessment and Reporting, develop/implement the 5 key questions for students utilising 'Learning Walls' and embed the use of regular and timely feedback to students. The staff and students of Burketown State School will continue to move forward in areas of delivery of the Australian Curriculum, to plan and prepare lessons for English, Maths, Science, Geography, History and H.P.E., learning and attainment where all staff are undertaking continued professional development in Reading and are using the Burketown State School Whole School Reading Plan and strategies to support all students and engagement and wellbeing. At Burketown State School, we are dedicated to maintaining a consistent pedagogical practise that reinforces continuity across all year levels.

Teaching staff will continue to be engaged in relevant professional development opportunities alongside the leadership team unpacking the Collaborative Inquiry Cycle to further enrich their pedagogy and academic programs that align with the National Curriculum, delivered through the Curriculum Into The Classroom suite of resources and the developing Pedagogical Framework.

Key Priorities for 2016	2016	2017
• Embed the Australian Curriculum	Implemented	Embed
• Improve Reading, Writing and Numeracy Outcomes	Implemented	Embed
• Improve attendance rates	Ongoing	Ongoing
• Build Staff Capacity	Ongoing	Ongoing
• Build partnerships with local businesses, government agencies and community organisations	Implemented	Embed
• Implement and embed Responsible Behaviour Plan for Students	Implemented	Embed

Future Outlook	2017
• <i>Quality Teaching & Learning – through Collaborative Inquiry in English</i> i. Instructional Coaching Model = Co/Plan, Co/Teach, Co/Reflect and Co-Assess needs ii. Collection Monitoring iii. Explicit teaching	Implemented Term 1-4 Term 3 Implemented
• <i>Community Partnerships</i>	Implemented

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	28	14	14	21	84%
2015*	26	12	14	16	92%
2016	25	14	11	21	80%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Burketown State School is a very remote rural school and many of our parents are past students. The vast majority of our students live in town and walk to and from school. We have approximately 88% Indigenous student population. Some of our parents work at the school. The other major employers of parents are the Burke Shire Council, Carpentaria Land Council Aboriginal Corporation and Nowlands Engineering. We have a very transient student population and students move between Doomadgee, Normanton and Northern Territory, as well as other communities. Burketown State School is considered to be in a Low Socioeconomic area.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	14	14
Year 4 – Year 7	13	12	11
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Our curriculum is based on the Australian Curriculum.
- Teachers implement the C2C curriculum to co-plan / co-teach / co-reflect / co-review.
- Positive Behaviour System: You Can Do It (Program Achieve)
- Health and physical Education program delivered from the Australian Curriculum
- Participation in Gulf Sporting Carnivals
- Early Years Curriculum
- LOTE Japanese

Co-curricular Activities

- ANZAC Day march, service and morning tea
- Show entries in art, cooking and craft
- Student Council activities
- Junior Ranger Programs
- Live, Leap, Learn Health and Well Being Activity Program

How Information and Communication Technologies are used to Assist Learning

ICTs are an important part of the curriculum. They are included in C2C units and students can access computers in the classroom and the BERs Computer Lab.

All classes have a timetabled lesson on the Computers each week to enable them to research, complete assessment or to learn new programs.

Burketown State School has invested in technologies to assist and enhance learning for both students and teachers. Learning programs such as Reading Eggs and Mathletics are used by students on wireless laptops and Ipads as part of literacy and numeracy rotations in the classrooms. SMART boards are used by teachers to assist in making lessons visual, hands-on and engaging for their students. LOTE lessons are conducted using the platform of IConnect School of the Air in Charters Towers.

Social Climate

Overview

Burketown State School is a happy and safe school. Students operate under a school wide Positive Behaviour Plan which was developed collaboratively with the community and which provides a safe and supportive environment for all students and staff. Students at Burketown State School have access to a Guidance Officer that visits each term, also have the support of the Medicare Local Youth Mental Health Team, North West regional health team regularly checking students hearing, vision, speech language and dietary requirements. The school works closely with many different businesses in town including the Burke Shire Council, the Carpentaria Land Council Aboriginal Corporation, Morning Glory Restaurant, Burketown Pub and Nowlands Engineering to support a number of events throughout the year. Burketown State School has a strong and supportive Parents and Citizens committee which helps obtain grants and support the school within the community and during community events.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	86%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	71%	100%
their child is making good progress at this school* (S2004)	DW	86%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	83%	67%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	83%	67%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	67%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	83%	86%	100%
they like being at their school* (S2036)	100%	100%	80%
they feel safe at their school* (S2037)	83%	100%	100%
their teachers motivate them to learn* (S2038)	100%	86%	100%
their teachers expect them to do their best* (S2039)	100%	86%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	86%	100%
teachers treat students fairly at their school* (S2041)	100%	71%	80%
they can talk to their teachers about their concerns* (S2042)	100%	86%	83%
their school takes students' opinions seriously* (S2043)	100%	50%	100%
student behaviour is well managed at their school* (S2044)	83%	67%	67%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	86%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	86%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
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)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	75%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	86%	86%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

We aim to keep our parents well informed about the many great things that we are doing at Burketown State School. The Principal presents information sessions for parents to value and to educate them around agendas within the school, especially around reading targets and data walls, student individual learning goals, attendance strategies, Level of Achievement Data walls and homework strategies. The Principal conducts regular meetings with certain parents to discuss students' needs and where we are making modification and variations to student learning paths for each term. We have a fortnightly newsletter and parents are contacted in relation to positive rewards and outcomes for all students.

Parents are invited to collect their children's report cards and to discuss these with classroom teachers. Parents and carers are invited to participate in the Parents and Citizens Meetings and Parent Information sessions.

Sporting Carnivals and Award Ceremonies are always well attended and many parents attend our weekly parades.

Parents and carers are always welcome into our school and classrooms.



Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	0	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

Our aim is to keep our air conditioners, taps and toilets well maintained to ensure the most economical use of power and water. Staff and students are made aware of power saving strategies and are encouraged to turn appliances off when they are not using them. Teachers ensure that lights and fans are turned off during all breaks and air conditioners were not to be used during the cooler months. Watering was monitored as much as possible. During the wetter time of the year we have ensured that all watering systems were turned off.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	33,798	700
2014-2015	26,815	920
2015-2016		

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

2016 WORKFORCE COMPOSITION

Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	4	<5
Full-time Equivalent	3	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	2
Diploma	
Certificate	

*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 2016 were \$7986. Professional Development accessed in 2016 is itemised in the following table and also was majority lead on line and through the Learning Place for our teachers, aides and auxiliary staff members.

The major professional development initiatives were as follows:

Early Years Reading – 4 Lesson Sequence
Murray Matters – Indigenous Cultural Awareness
Age Appropriate Pedagogy
Peer Review training
Curriculum Training – CAPPS team: Quality Teaching and Learning
Sounds Speech Pic (SSP) Literacy Program
Mentoring Beginner Teacher
Instructional Coaches – co-plan/co-teach/C-Reflect/Co-Assess needs

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	86%	80%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	83%	79%

*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 2016 for all Queensland Primary schools was 93%.

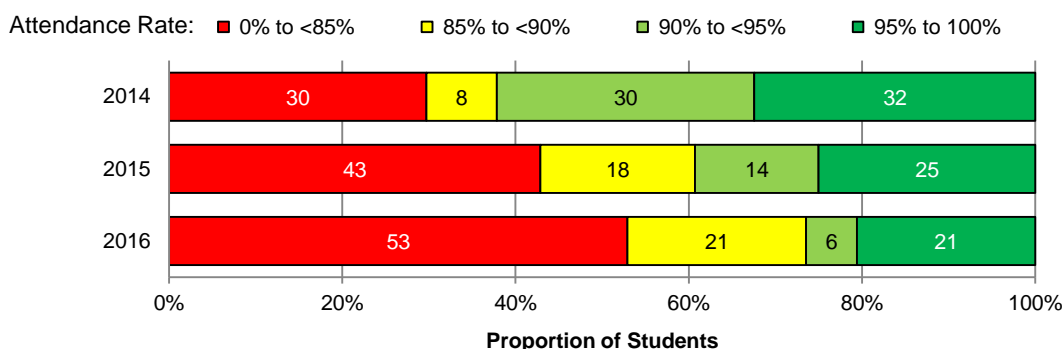
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	82%	92%	86%	96%	89%	92%	93%	94%					
2015	86%	91%	82%	85%	88%	79%	91%						
2016	77%	77%	84%	88%	78%	92%	71%						

*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked at 8.30am and 1.30pm each day electronically. This data is then entered into our OneSchool system. If students are late, class teachers are to note arrival time in the rolls and this is transferred to the system.

If students do not return from breaks parents are contacted by phone.

When students do not attend school and a parent or carer has not informed the school, a phone call is made the following day. We also make home visits and send letters to parents when students miss days regularly or have missed a significant number of days.

The school takes a proactive approach to minimising absenteeism through attendance awards on parade, parent conversations and newsletter items that publish the school's current overall attendance rate. Our school is allied with The North Queensland Cowboys NRL Team who supports our school with attendance for each grade working towards 100% each term with 'Everyday Counts' awards. We also have a 'Look Who is Coming to School' attendance chart in the foyer for parents to be aware of attendance rate for every child. Burketown State School has our 'B.O.B.' Shop – Burketown Outstanding Behaviour rewards system which attendance is one of the major focus points within the system.

Incentives are given every 3 weeks for those children who attend >85% with no unexplained absences. Extra incentives and awards were given for above 92% and 100% attendance for a term.

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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