

# Burketown State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	PO Box 81 Burketown 4830
Phone	(07) 4745 5124
Fax	(07) 4745 5182
Email	principal@burketowss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Chris Ford

## Principal's foreword

### Introduction

The following report provides concise information on the profile of the school, the priorities undertaken in 2015 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.

### School progress towards its goals in 2015

As a school community, our focus in 2015 was to improve all student outcomes under our whole school improvement agenda. In 2015 Great Results Guaranteed (GRG) 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 and case management . 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 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 2015

- Implement the Australian Curriculum – Reviewed and *Implemeneted*
- Improve Reading, Writing Outcomes – *Reviewed and Implemeneted*
- Improve attendance rates - *whole school attendance percentage reached its target with a reduction in the unexplained absences*
- Build Staff Capacity - *Reviewed / Implemented*
- Review and update Responsible Behaviour Plan for Students – *Reviewed / Implemented / Embedd*
- Build partnerships with local businesses, government agencies and community organisations – *the school continued to promote positive partnerships with parents and the community(Burke Shire Council / CLCAC / Regional High Schools for transitions / C&K Kindy – Burketown Kindy / NWRH)*

### Future outlook 2016

- Embed the Australian Curriculum
- Improve Reading, Writing and Numeracy Outcomes
- Improve attendance rates
- Build Staff Capacity
- Build partnerships with local businesses, government agencies and community organisations
- Implement and embed Responsible Behaviour Plan for Students

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	33	18	15	29	97%
2014	28	14	14	21	84%
2015	26	12	14	16	92%

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 2015, 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:

Burketown State School is a 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 75% Indigenous student population. Some of our parents work at the school. The other major employers of parents are the Burke Shire Council and Carpentaria Land Council. We have a very transient student population and students move between Doomadgee and Northern Territory, as well as other communities. Burketown State School is considered to be in a Low Socioeconomic area.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	13	12	14
Year 4 – Year 7 Primary	16	13	12
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	0
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.

## Curriculum delivery

### Our approach to curriculum delivery

- Our curriculum is based on the Australian Curriculum. Teachers use the C2C curriculum to plan and prepare.
- You Can Do It (Program Achieve)
- Participation in Gulf Sporting Carnivals
- Early Years Curriculum
- LOTE Japanese

### Extra curricula activities

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

### How Information and Communication Technologies are used to improve 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 BIRs 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. Interactive whiteboards 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

Burketown State School is a happy and safe school. Students operate under a school wide responsible 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 and also have the support of the Medicare Local Youth Mental Health Team. The school works closely with different businesses in town including the Burke Shire and the Carpentaria Land Council Aboriginal Corporation to support a number of events throughout the year.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	89%	DW	100%
this is a good school (S2035)	88%	DW	86%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	100%	DW	71%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	89%	DW	86%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	DW	100%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	75%	DW	83%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%
this school takes parents' opinions seriously (S2011)	100%	DW	100%
student behaviour is well managed at this school (S2012)	78%	DW	83%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	89%	DW	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	83%	86%
they like being at their school (S2036)	91%	100%	100%
they feel safe at their school (S2037)	73%	83%	100%
their teachers motivate them to learn (S2038)	100%	100%	86%
their teachers expect them to do their best (S2039)	100%	100%	86%
their teachers provide them with useful feedback about their school work (S2040)	73%	100%	86%
teachers treat students fairly at their school (S2041)	64%	100%	71%
they can talk to their teachers about their concerns (S2042)	64%	100%	86%
their school takes students' opinions seriously (S2043)	91%	100%	50%
student behaviour is well managed at their school (S2044)	45%	83%	67%
their school looks for ways to improve (S2045)	82%	100%	100%
their school is well maintained (S2046)	73%	100%	86%
their school gives them opportunities to do interesting things (S2047)	91%	100%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	100%	75%	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)	83%	100%	86%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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. 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 sometimes parents come along to our weekly parades. The school did their annual display at the Burketown Show in August and many parents and family members came along to view the student work. Parents and carers are always welcome into our school and classrooms.

## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	30,828	700
2013-2014	33,798	700
2014-2015	26,815	920

\*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.

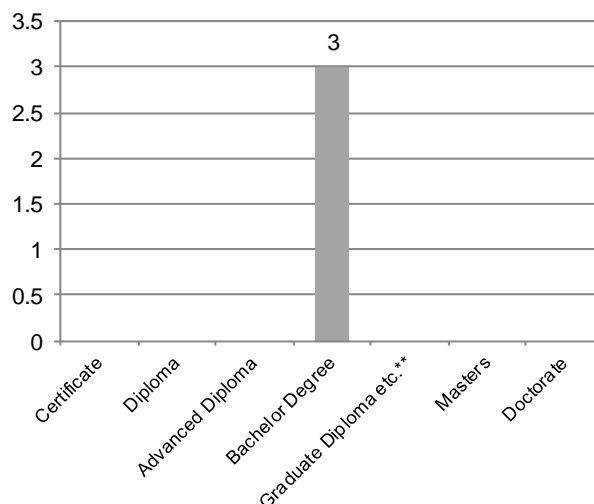
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	<5
Full-time equivalents	3	2	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	3
Graduate Diploma etc.**	
Masters	
Doctorate	
<b>Total</b>	<b>3</b>



\*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 2015 were \$15, 272.93.

The major professional development initiatives are as follows:

Mentoring Beginner Teacher

Sounds Speech Pic (SSP) Literacy

OneSchool training and functionality

Quality Teaching and Learning

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

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

From the end of the previous school year, 67% of staff was retained by the school for the entire 2015 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.

## Find a school

---

Sector:

Government

Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	83%	90%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	88%	83%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

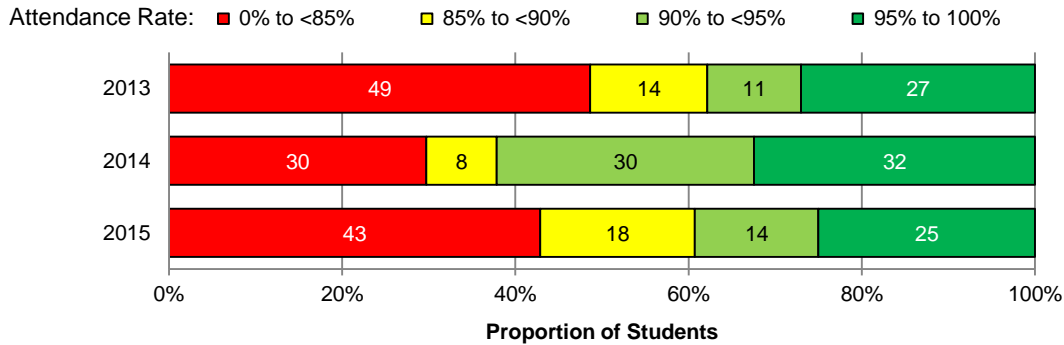
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	84%	66%	84%	76%	96%	85%	90%	88%					
2014	82%	92%	86%	96%	89%	92%	93%	94%					
2015	86%	91%	82%	85%	88%	79%	91%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

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.

## 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**.



## Find a school

---

Sector:

Government

Non-government

Where it says '**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 NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.