


QUEENSLAND STATE SCHOOL REPORTING - 2010

Burnside State School (1873)

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Principal's foreword

Introduction

This annual school report outlines the achievements and provides an overview of Burnside State School's successes in 2010.

Burnside State School aims to provide a holistic curriculum that identifies and responds to the needs of our individual students.

We support our students through the three following principles:

Habits of the Mind (**LEARNING**) in which we provide the skills necessary to develop a desire for lifelong learning and endeavour to develop self reflective attitudes and responsibility for learning ;

Habits of the Community (**SAFETY**) in which we prepare students to become active and reflective citizens of Australia ;

Habits of the Heart (**RESPECT**) in which we develop tolerance and acceptance of others and their diverse cultures.

In 2010 Burnside State School continued to build on its past successes. Some of the achievements are listed below:

- In February an additional teacher was acquired due to increasing enrolments. By Term 3 an additional teacher was required due to increasing enrolment trends
- A successful Teaching and Learning Audit was conducted with the school achieving a High for 'A Culture that promotes Learning'
- Improved facilities in the school through the acquisition of a new hall and resource centre, refurbished Prep classroom and new outdoor play areas.

School progress towards its goals in 2010

Key goals identified in the 2010 Annual Operational Plan and the progress towards attaining these goals is listed below:

Whole school co-ordinated approach to improving literacy and numeracy outcomes:

A continued focus on improving the literacy and numeracy outcomes of all students continued to be the school's priority. The contributions of the Literacy Coach under the Literacy National Partnership programme enhanced classroom programmes by ensuring there was a targeted and systematic approach to the differentiation between literacy skills and the English Curriculum. Early intervention for students experiencing difficulties continued as they were identified through the Student Support Services programme.

An in depth review of mathematical resources was undertaken and the school moved towards adopting a more flexible delivery option for mathematics.

There have been improved mean scores between 2008 and 2010 in 12 out of the 15 domains in the National Assessment Programme in Literacy and Numeracy (NAPLAN) with improved Mean Scale Scores in 4 out of the 5 domains in Year 5 between 2009 and 2010.

Ensure all programmes are inclusive with relevant educational adjustments and a focus on Indigenous Education:

In 2010 Burnside State School was identified as an Indigenous Focus school. The school's action plan clearly reflects and articulates the school's vision to improve outcomes for Indigenous students. The Indigenous Playgroup has a purpose built community room attached to the school hall which is utilised on a weekly basis. The playgroup focuses on emerging literacy and health needs to ensure Indigenous students have a smooth transition to formal schooling.

The 2010 Parent Opinion Survey indicates that parents have noticed the improved curriculum, pedagogy and learning climate within the school:

	2008	2009	2010	QLD
Curriculum	2.75	2.86	3.01	2.99
Pedagogy	2.85	2.75	2.95	2.85
Learning Climate	2.97	3.03	3.28 above	2.98

The improved curriculum, pedagogy and learning climate are also reflected in the school achieving a HIGH in the domain of 'A Culture that Promotes Learning' in the Teaching and Learning Audit in 2010.

The culture of learning that has developed at Burnside over the past three years can be attributed to the implementation of the School Wide Positive Behaviour Programme (SWPBS) that was implemented in mid-2008. The formal launch of the SWPBS programme in March 2010 demonstrated the distance travelled by the school as the community came together to celebrate the successes in reducing the number of behavioural incidents and improving the learning culture within the school.

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Implement a Gifted and Talented program:

The school continued the Enrichment Program under the direction of a GEM (Gifted Education Mentor). Students were withdrawn on a fortnightly basis to undertake extension activities and there was a particular focus on developing powerful writing.

Develop Early Years and Middle Years School Plans to ensure seamless transitions of P-12 curriculum/Align all school programmes with QCARF:

School programmes and the school curriculum framework were constantly reviewed and refined to reflect the Queensland Curriculum, Reporting and Assessment Framework (QCARF). Greater emphasis was placed on a seamless sequence of learning development through the delivery of our units of work.

Future outlook

The following are key strategic directions for 2011:

Continue school improvement in literacy and numeracy

Continue to refocus and renew curriculum as aligned with the implementation of the Australian National Curriculum

Closing the Gap Initiative- Improved learning outcomes for Indigenous students

Smart Classrooms initiative embedded- develop technologically literate students

To improve school performance in an Explicit Improvement Agenda and Systematic Curriculum Delivery

Our school at a glance

School Profile

Burnside State School is a co-educational Prep to Year 7 state primary school.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010– Nov 2010)
413	221	192	82%

Characteristics of the student body:

Burnside State School is situated in Nambour on the Sunshine Coast. The school attracts students from the immediate area and the surrounding areas of Woombye, Palmwoods and Yandina. The school has approximately 10% of students diagnosed with a disability and approximately 10% of students are Indigenous. Diversity is welcomed and valued at Burnside State School.

The Early Childhood Development Programme caters for children from 0-6 years old who have been diagnosed with a disability. Inclusive programmes and excellent support staff ensure the needs of all students are met. The active parent community is encouraging to all new families. The school supports a community based Playgroup and an Indigenous Playgroup who each meet once a week on the school site.

Class sizes – Proportion of school classes achieving class size targets in 2010:

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	75%	25%	0%
Year 4 – Year 7	26	88%	63%	25%	13%
All Classes	24	94%	69%	25%	6%

School Disciplinary Absences:

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	39
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Early Years Reggio Approach

Implementation of the Reggio philosophy, team teaching and some multi age classrooms has led to a more individualised curriculum. There has been a reduction in work avoidance and work withdrawal with the child centred environment. Visual arts have been a key component of the classroom programmes which has also led to student success. Deeper intellectual quality has been gained by the introduction of provocations and philosophy.

Our school at a glance

Middle Phase of Learning (Years 4-7)

Our school philosophy and implementation of the Middle Phase of Learning at our site is based on the fundamental concepts of Middle Schooling. These include, but are not limited to:

connected authentic 'real life' tasks that lead to learning engagement

literacy and social inquiry based tasks

suitable teaching staff who enjoy teaching this age group

strong ties with Burnside State High to support transition to High School and a seamless curriculum from P-10

Early Childhood Development Program (ECDP)

The ECDP has fostered a culture of being family oriented. Good relationships have been forged with families. Play based programs are sculptured to the child reflecting the child's interests and levels of skill. Children with low incidence disabilities (hearing, physical, speech and language, intellectual, multiple, visual impairment and autistic spectrum disorder) from 0-6 years are catered for at our site. This early intervention provides significant educational support prior to Prep. Home programs are conducted when a child is unable to attend the centre.

Indigenous Education

The Indigenous Playgroup is an integral part of the Burnside community and meets regularly once a week. The school's Indigenous Action plan focuses on 6 key messages as part of the Closing the Gap initiative. Burnside is proud to be moving towards achieving the goals as evidenced by the following: *Readiness for school* through the ongoing Indigenous Playgroup and emerging literacy in preparation for the Prep year; *Engagement and Connection* through embedding Aboriginal and Torres Strait Islander perspectives in units of work and the development of Indigenous Education Plans for each Indigenous student; *Attendance* monitored through formal and informal approaches; *Literacy and Numeracy* improvements across the entire school for all students; *Leadership, quality and teaching and workforce development* is progressing through the employment of more Indigenous staff.

OUR CURRICULUM FRAMEWORK-The Curriculum Framework has three components which link to the five fundamental principles and values of *What State Schools Value* in their five **CITIZEN ROLES** and link closely to our School Wide Positive Behaviour Support programme:

Habits of the Heart- The Healthy Citizen, The Creative Citizen-**RESPECT**

Habits of the Community-The Democratic Citizen, The Eco Citizen-**SAFETY**

Habits of the Mind- The Informed Citizen-**LEARNING**

At the beginning of each school year the entire school undertakes a Relationships unit which focuses on our core principles and values. These are revisited throughout the year.

Our school at a glance

Inclusive Curriculum

Classroom programs are designed to cater for all learning needs. This is evident in the Special Education and Learning Intervention programs. Special Education and Support Teachers: Literacy and Numeracy work alongside class teachers to deliver quality programs that support adjustments to class programmes to cater for our students' individual needs.

Extra curricula activities

Burnside State School offers a variety of extracurricular activities that provide opportunities for students to pursue their interests and develop their talents. Please find below a selection of activities that were on offer at Burnside State School in 2010:

Instrumental Music Lessons Strings Lessons Junior and Senior Choirs Rock Band Parade Presentations Instrumental Music Camps Student Council School Camps (Years 4&5 and Years 6&7) Palmwoods/Doonan Riding for the Disabled program School Chaplaincy Program KIDSHOPE Mentoring Program	Interschool Sport (Years 6/7) Cross Country Swimming Carnival Athletics Carnivals District/Regional/State Sporting representation School Excursions Enrichment Group OptiMinds Competition University of New South Wales Tests BSHS Transition Programme LEO (Learning Engagement Online) Programme Burnside Musical Production Carols by Candlelight
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How Information and Communication Technologies are used to assist learning

Each classroom has a digital data projector and screen. In 2010 there was a more formalised approach to the teaching of information technologies. The computer lab has become the hub of the school.

Computers are used in a variety of ways by the teachers. Students learn to use the various applications and enjoy the use of technology for their oral presentations. Interactive whiteboards have engaged the students and enhanced learning.

Examples of various ways our students have used ICTs are listed below:

Researching current information and current news affairs

Communicating with others through blogs, emails or wikis

Designing and publishing brochures

Interactive spelling and maths games

Using digital cameras and video cameras to capture images for download and manipulation

Using drawing applications to illustrate

Use of Education Queensland's Learning Place and the various resources that are available there (Learning Objects)

Our school at a glance

Social climate

In 2010 confidence in the school continued to improve. Enrolment growth was steady and one new class was formed on Day 8 in February to accommodate the increasing enrolments. By midyear enrolments had grown to the extent whereby another teacher was required.

Students, staff and the community have embraced the philosophy of Safety, Respect and Learning within our school with School- Community relations rating as above the state in the 2010 Parent Opinion Survey.

Student Opinion Surveys (2010) indicate above the state in 6 out of 8 domains (Curriculum, Pedagogy, Learning Climate, School Climate, Resources and Overall Rating) with a rise from Below the state in 2009 for School Climate to above within a year. Ratings on the behaviour of students and feeling safe at this school rated above the state as the goal of achieving a 'Culture of learning' is being established.

Parent, student and teacher satisfaction with the school

Staff Opinion Surveys recorded above the state mean in 7 of the 8 domains.

Student Opinion Surveys indicated a rise in student satisfaction with students rating the school above the state mean in 6 out of 8 domains.

Parent Satisfaction has shown an increase as parents become more confident in what their school has to offer.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	73%
Percentage of staff members satisfied with morale in the school	96%

Involving parents in their child's education.

Community involvement is actively encouraged at our school. There is a very active P&C committee which welcomes new families.

Parents and carers may choose to get involved in school life in the following ways:

Additional help/support in classes for reading and literacy blocks

Assisting teachers with changing reading books in the morning in classrooms

Parents and Citizens' Association

Volunteering in the tuckshop

Year 7 Organising Committee for Discos, Wet 'n Wild Trip and Year 7 Graduation

Assisting with the Mothers' and Fathers' Day Stalls

Term Discos

Our school at a glance

Reducing the school's environmental footprint

Burnside State School is very active in its attempt to reduce the school's carbon footprint.

The school has established a Sustainability Focus Group. The group has formed partnerships with Maroochy Water Waste. The school is also part of the QESSI (Queensland Environmentally Sustainable Schools Initiative) alliance. The students regularly visit the Maroochy Waste Centre and the school makes use of the free talks that are provided. The Prep classes have embarked on a program of ensuring the rest of the school divides their waste into the appropriate waste bins for recycling and are able to clearly articulate what reducing one's carbon footprint means. The school also has two rain water tanks. The School's Officer also regularly checks amenities to prevent water wastage due to faulty mechanisms.

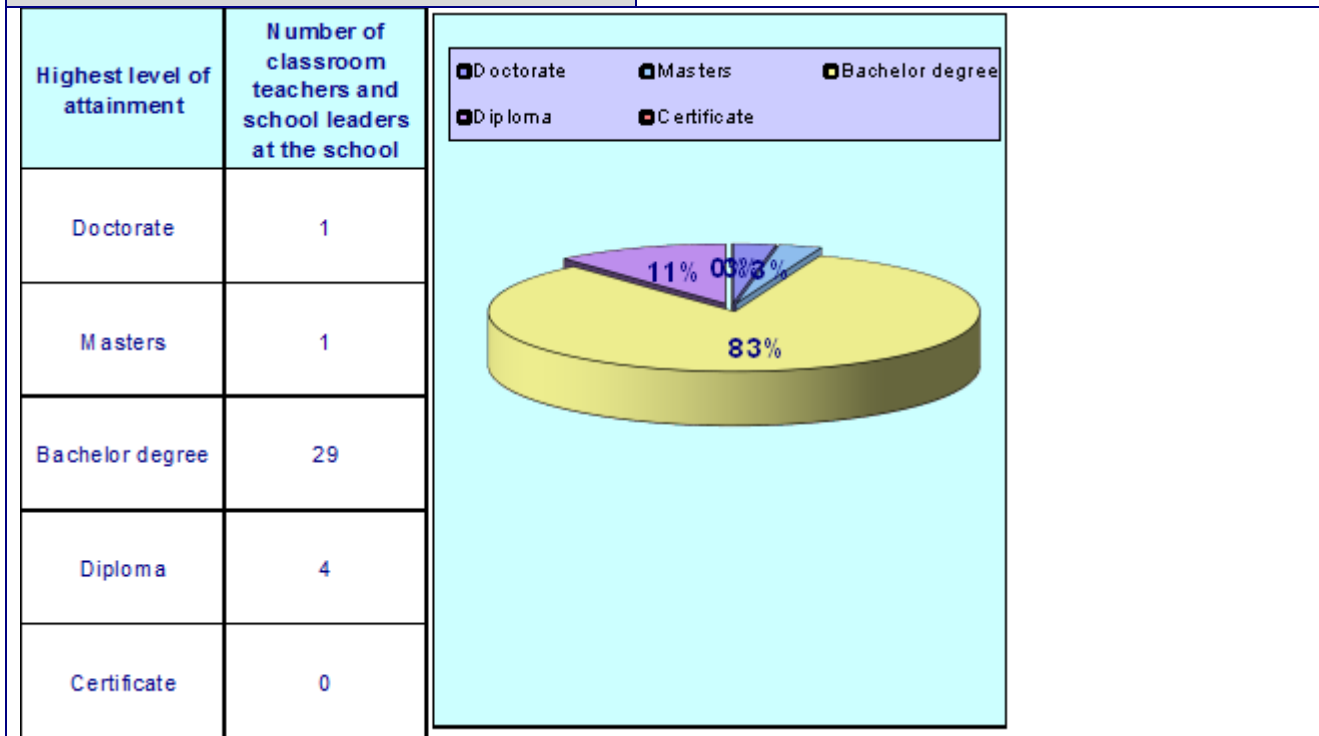
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$40,021	\$23,447	\$6,884	\$2,618	\$6,542	\$0	\$530	122,128	3,283	0
2009	\$33,719	\$19,818	\$0	\$0	\$5,504	\$0	\$8,397	104,756	3,236	0
% change 2009 - 2010	19%	18%	N/A	N/A	19%	N/A	-94%	17%	1%	N/A

Our school at a glance

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	20	<5
Full-time equivalents	31	13	<5

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$26 000.

The major professional development initiatives are as follows:

Literacy and Numeracy Training

Work Place Health and Safety

School Wide Positive Support Programme

Gifted and Talented

Information Communication Technologies

The involvement of the teaching staff in professional development activities during 2010 was 90 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the 2010 school year, 97% of staff was retained by the school for the entire 2010 school year.

Key student outcomes – Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
89%	91%	90%	90%	92%	91%	93%	

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Burnside State School the following processes are in place to manage non-attendance:

Rolls are marked twice daily.

After more than two consecutive absences the school rings the parent or carer if there has been no valid explanation as to the absence.

After 7 days absence without notification we issue a show cause note by mail or hand as to the unexplained absence and record this on our database. We also monitor regular lateness to school and issue letters to show cause.

We value the importance of attendance and the culture of learning at each and every day's classes by our students and actively promote the *Every Day Counts* initiative through informative newsletter articles and regular talks on assembly.

Performance of our students

Achievement – Years 3, 5 and 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results 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 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

In 2010, Burnside State School was identified as an Indigenous Focus school. There were 40 Indigenous students enrolled at Burnside State School in 2010 out of a total of 434 enrolments. 86% of Indigenous students had an attendance rate of 80-100% compared to 90% of non-Indigenous students.

There has been some improvement in NAPLAN scores of students closing the gap in reading and numeracy. With a focused approach on writing in 2011 there is an expectation the gap between Indigenous and non-Indigenous students will decrease.