



Burpengary State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Burpengary State School is located in the Moreton Bay Regional Council area just south of Caboolture. The school was established in 1876, and is today still one of the larger state primary schools in Queensland. As an inclusive learning community, Burpengary State School, offers an educational program founded on the belief that all children have the ability to learn. Our learning community engages all stakeholders working together in the best interest of each student. High expectations, complemented by a deep knowledge of each student, inform teachers' capacity to meet individual learning goals. We provide differentiated learning opportunities and experiences catering for the diverse range of learners within our school community. The school specialist programs include: Music; Health, Digital Technologies; Dance and Drama; Physical Education and Sport; an Academically Talented program (Years 3 to 6); a LOTE program in Japanese; a Stephanie Alexander Kitchen/Garden Program; a Coding Club and a Robotics Club; and quality programs in the Arts, Instrumental Music and Choral performance. Burpengary students have been able to take the opportunities to perform at Regional, State and National levels of sport and extra-curricular competitions as teams, individuals or music ensembles. The school is a fully accredited International School, accepting fee-paying students, hosting overseas Study Tour visitors as well taking part in our own international Study Tour to Japan. Over the past decade, the school has built a reputation for its consistently strong academic results in the National Assessment Program. Children requiring additional support in their Literacy and Numeracy development receive specialized instruction in tailored intervention programs which begin in the Preparatory classes with an Oral Language Program and continue to Year 6. The school employs a Speech Pathologist to provide programs for children requiring both/either articulation and/or communication therapy, and an Occupational Therapist to support staff to tailor learning environments to support student self-regulation. There are significant opportunities for students to excel due to the Academically Talented program, the capability of the staff, and extension in National testing through the University of NSW. The school plays an important role in the community as an institution with a strong tradition in its own right, but also in its preparation of the children for the responsibilities of productive citizenship. Strong parental support for the social, emotional, academic and ethical development assists staff in providing the guidance and care required for the children's development. A strong and respectful partnership exists between the staff and the parent body. We will work together to ensure that every day in every classroom, every student is learning and achieving.

Principal's Foreword

Introduction

Welcome to Burpengary State School. Established in 1876, we have a long history of excellent service in the local community.

This is a school where the last School Review team reported that "respectful and caring relationships are reflected in the ways in which staff members, students, and parents interact and support the strategic direction of the school" (School Review Report, 2016).

The School Annual Report provides the Queensland Department of Education Training, the school and the wider community with important data and commentary that allows the reader to gain an insight and understanding of the school's Mission "that all learners will learn through a quality P-6 education".

Information within includes -

1. Our long and proud history of high standards in reading, writing, spelling, grammar and punctuation and numeracy results for Years 3 and 5 children on the National Assessment Program – Literacy and Numeracy (NAPLAN), which improved in key areas again in 2017.
2. A profile of our school including enrolments, attendance rates, class sizes and behaviour data.
3. A profile of our diverse curriculum offerings.
4. School climate, and student, parent and staff satisfaction levels with various school indicators.
5. Staff composition, attendance rate, and professional development profile (including annual expenditure on and teacher participation in professional development).
6. School income sources from the MySchool website.

Enjoy the read: we are proud of our achievements, and excited by our program of continuous school improvement.

Brad Fox

School Progress towards its goals in 2017

1. As one of Queensland's 250 Independent Public Schools, Burpengary State School thrives in our ability to engage directly with our community, businesses and government departments to deliver innovative educational implementation and experiences. The school community continued to work towards our forward-looking Vision with renowned educational researchers Dr John Edwards and Mr Bill Martin, authors of ***Schools That Deliver***. Now in phase two of our strategy, staff teams are working vigorously on implementing our plans to deliver the school Vision. The clarity and sense of purpose for our community derived from this exercise has been profound and stimulating for our organisation to engage with the right levers to deliver a world class education for students into the 21st Century.

2. The implementation of the Australian Curriculum in English, Mathematics, Science, History, Geography, Health and HPE is well embedded in Burpengary's whole-school curriculum programs, and teacher practice (pedagogy) continues to refine and develop. Our specialist teachers in Music, Technology and Japanese were all key developmental areas in this phase of the Australian Curriculum implementation and completed the current suite of subjects ahead of schedule. History and Social Studies (HASS – replacing History and Geography) and The Arts pick up the focus next year to complete the full transition to Australian Curriculum by 2020 as scheduled. Burpengary State School this year employed a specialist Dance and Drama teacher to enhance high quality delivery in these strands of The Arts program in the school.

Professional learning and collaborative team work underpin the ongoing transition and development process of the Australian Curriculum, driven by a focussed Professional Learning Framework to support staff development. All teaching staff, including teacher aides, have engaged in professional development. Reading comprehension and mental computations in Maths were further consolidated during 2017, and resulted in strong individual student relative gains and school gains. Year 3 and Year 5 Reading and Numeracy results in these areas showed more students in the upper two bands, improved mean scale scores, and green indicators for students below National Minimum Standards. These improvement gains were superior to the nation in Numeracy (Year 3 and Year 5) and in Year 5 Reading. Quality professional development, followed by targeted school-wide teacher implementation, and reviewed by focused evaluative conversations with the Principal through our Professional Learning Framework, continues to enhance consistency in practice, pedagogy and student performance in these areas.

3. The above performances, and our embedded Reading and Numeracy practices, have enabled our school to change our focus to Phonics and Writing, in order to support improved student performance in these areas, not only for NAPLAN performance, but also for improved results in classroom A-E achievement standards against the Australian Curriculum.

4. Our futuristic model for Information, Communication and Technologies (ICT) continues to embrace and develop the concept of personalised devices with "any time, any place" access for students to engage with technology in learning. We introduced this year a dedicated teacher to the teaching Technology from Prep to Year 6, and diverse range of ICT trials continuing to take place in classrooms to ascertain best-practice pedagogy to advance student learning, and this is creating innovative teacher leaders who are willing and able to take the program forward in the school. The Hub, as a dedicated digital space, supports collaborative learning and innovation, and will continue to develop through several further phases of development over the next few years. Burpengary State School was selected as one of only 116 primary and secondary schools across the State to be included in the *Entrepreneurs of Tomorrow* Program in Science, Technology, Engineering and Mathematics (STEM) Education. Indeed, with our strong and growing Arts focus, Burpengary endorses adding the "A" in STEAM to enrich the 21st Century learning capability to include creativity.

5. The Academically Talented program identifies a class of children at each year level from Year 3 to Year 6 based on academic achievement data and standardised tests, who work on extending their abilities through higher level work demands. Further enrichment and extension activities are provided in a unique collaborative partnership project with 5 local primary schools and Narangba Valley State High School with their Science Maths Academy (SMA), and a further program with two primary schools partnering with Burpengary State Secondary College in their PULSE Program work (a specialised Science, Technology, Engineering and Mathematics program) for high performing students.

6. Facilities wise, in July, 2017, we welcomed the re-opening of a fully renovated and fully enclosed Hall, complete with a performance stage, Aura Sports flooring, kitchen, toilets and storage. The new P&C Centre was culmination of a community partnership between Burpengary State School, our P&C Association, two State government departments in *Education* and *Sport and Recreation*, and Caboolture Basketball Incorporated. Two specialised Science Labs enhance Science and the STEM agenda. We embarked on necessary improvements in disability parking around the school; two new stairwells and concreting to improve student movement around the campus; sound-proof partitions between co-joining classrooms in 12 blocks throughout the school significantly enhanced the teaching and learning environments in these spaces for students and teachers. Our full, on-site Out Of School Hours Care (OSHC) service (including Vacation Care) continued to grow and peaked at 41 before-school, and 53 after-school students in 2017.

Future Outlook

Our School Strategic Plan 2017 to 2020 aligns with the Department of Education and Training's strategic plan, and provides direction to the school in five main areas –

1. Strategic priority 1 - Successful learners

Embed Burpengary frameworks for curriculum and pedagogy with innovative and engaging implementation of the Australian Curriculum, which gradually and intentionally releases responsibility to student independence. We enable student thinking and learning to be visible, in order to deepen and diversify thinking skills available to students in all subject areas (including multi-disciplinary thinking eg STEAM). We want students who know how to apply thinking skills independently and consistently in a broad range of contexts, including new and high level problem-solving contexts. The curriculum is matched by a Responsible Behaviour Plan for Students with aligned whole school systems and processes to support learning growth and development, and in a contemporary classroom and digital environment for the 21st Century. Writing, Spelling and STEAM will have a primary focus during this plan cycle.

2. Strategic priority 2 – Great People

2 (a) Teaching quality - Employ our effective use of data, research, evidence-based pedagogy and reflective practice to inform and respond to diverse student learning needs in innovative and resource-efficient ways. Differentiation continues to be a focus, with learning impact and rate of progress as key indicators of success during this plan. We support our staff through professional development, health and well-being initiatives and collegial support. Professional learning consists of collaborative coaching practice and professional learning teams who focus their work on quality classroom curriculum and pedagogy to maximize student learning outcomes for all students.

2 (b) Principal leadership and performance - Engagement in a whole-school positive culture of learning, community, collaboration, professionalism, acknowledgement and celebration. The **Schools That Deliver** framework underpins our school improvement work during this plan, where collaborative teams engage the community in innovative school initiatives in the areas of:

1. A culture of high expectations 2. An effective user-friendly Burpengary Curriculum 3. A positive consistent school-wide behaviour system 4. Innovative 21 st Century thinking	5. Modern flexible learning spaces 6. Professionalism – the autonomy & teamwork balance 7. Growing our staff and community 8. Collaborative communication systems across our learning community
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3. Strategic priority 3 – School Performance

In this school plan we aim to establish Burpengary State School as a destination learning community, known for its high performance and success, spirit of high expectations and community values: the place where everybody wants to come to join our ongoing pursuit of excellence (whether local or International students; employees, educators or school leaders; or families, educational, corporate and community partners). Our collaborative research teams will drive this agenda in our school community.

Strategic priority 4 - Engaged partners

4(a) Regional support – We will continue to engage with expertise and network with Regional HODs and Regional and external support staff as needed (including consultants Dr John Edwards and Bill Martin) to fulfil our school plan. We will continue our established school and cluster collaborative projects with USC (Caboolture), and QUT (Kelvin Grove) in Writing, Numeracy, and early years learning (including partnerships with our early childhood & care sector), and grow the partnerships we need to fulfil our STEAM agenda (Science, Technology, Engineering, the Arts and Mathematics), including Universities and businesses.

4(b) Local decision making - Enrich relationships and connectedness within and beyond our school, parents and caregivers, community, business and learning partners, with a particular emphasis on our coalition schools, pre-school centres, local Universities and particularly our destination high school, Burpengary State Secondary College (including seamless pathways to the training & employment sector).

5. Strategic priority 5 - School environment

We have added a site-based, fifth priority of developing community engagement in an aligned and innovative 10-year facilities program and commitment to deliver world class physical learning environments that support 21st century learners, and reflect our core values and beliefs. A planned sequence of building renovations will transform and rejuvenate student learning spaces throughout the next decade, including general classroom spaces and furniture. The innovative ICT Centre, The Hub, entered phase 3 in 2017, and will expand further during Phase 4 and subsequent phases beyond. The school nailed the renovation of a multi-purpose play space to create a fully enclosed Hall and became operational on schedule in mid-2017. Both are visionary and functional learning spaces that value-added to student learning at Burpengary State School, including the STEAM agenda.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	930	458	472	64	94%
2016	944	474	470	64	93%
2017	995	504	491	75	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Located in the midst of a Northern growth corridor from Brisbane, and accessible by electric rail to the city, the Burpengary area attracts young working families, many of whom are dual working families. Our MySchool ICSEA rating is 985.

Our school community resides within greater Moreton Bay Regional Council and is an established community nestled in the middle of one of the fastest growing areas in the country. Australian Bureau of Statistics data indicates that 20% of our community are born overseas, and the vast majority of these are from United Kingdom (7%) or Oceania (5%). Indigenous students comprise 7% of the student population.

49% of the population are couples with children (Australian average = 45%); 17.5% single parent or other families (Australian average = 18.6%); and 83% of whom live in detached houses (Australian average = 76%). 90% of the population are employed in private sector jobs; 38% work in manufacturing and construction; 29% work in wholesale, retail and finance; 17% work in education, health and community services; and 16% work in professional and managerial areas.

Our families have aspirations for themselves and their children through education, and Burpengary State School is the school of first choice in the local community to deliver a quality Prep to Year 6 education for their children.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	24	25
Year 4 – Year 6	26	23	26
Year 7 – Year 10	N/A	N/A	N/A
Year 11 – Year 12	N/A	N/A	N/A

Curriculum Delivery

Our Approach to Curriculum Delivery

The Australian Curriculum now defines our studies in all core areas of English, Mathematics, Science, History, Geography, HPE, LOTE the Arts and Technology. Music education provided by a qualified Music teacher is taught from Prep to Year 6. The developing musicality of the children is reflected in the high quality of candidates for the school's Instrumental Music Program. Singing is integral to the classroom Music program and the school's Choral program provides children with performance opportunities as members of the school's choirs. This is further enhanced by a qualified Dance and Drama teacher from Prep to Year 6.

A qualified Physical Education teacher provides Prep to Year 6 children with a rich program of skill development, game knowledge and age appropriate movement studies. Formal sport programs commence at Year 5 and 6 with cluster carnival days, and interschool sport opportunities. Representative sport opportunities arise through students trialling in a wide variety of sports for District, Regional, State and then National representation through Queensland Schools Sport.

A Life Skills program engages children from Prep to Year 6 with extra-curricular activities, integrated within the Australian Curriculum. This program is supported by extensive garden spaces, a chook pen and a full working kitchen classroom, with a quality specialist teacher aided by generous volunteers.

Academically talented children are identified from Years 3 to 6 who enter the Academically Talented classes. Children complete the Australian Curriculum core in all eight learning areas, but in deeper detail and rigour, as well as enrichment curriculum activities. Their education is provided totally in a class of their academic equals. The Learning Engagement Program in Years Prep-6 allows children to access specialised, targeted Literacy and Numeracy in-class support. A majority of our 950 students will access this program during any academic year. Because we know each individual student's capability, those students who require skill development in a specific area will be grouped together for 30 minutes per day in 5-week blocks with specialised, targeted support to learn/master a focus skill. Students across the spectrum access the program, including students in the upper two bands of NAPLAN receiving support to learn where their identified learning needs are.

The Prep – Year 1 classes access systematic Oral Language and Communication programs, and if needed, specialist speech pathologist intervention.

Co-curricular Activities

Academic and Cultural Activities:

- Bi-Ennial Arts Festival (September)
- Music Evenings featuring Choirs and Instrumental Music Students
- Fanfare
- Coding Club
- Robotics Club
- Science and Maths Academy (enrichment program with Narangba Valley State High School)
- PULSE program (STEM enrichment program with Burpengary State Secondary College)
- Public Speaking and Debating Competitions
- Instrumental Music Workshops for extension work
- Student Council initiatives
- Life Skills Kitchen and Garden Program
- Book Club to promote personal reading
- Bi-Ennial Study Tours to Japan
- Annual visiting study tour groups from Japan.

Physical Activities:

- After School programs offered in following -
 - Active After Schools Program (Commonwealth funded)
 - Soccer (Brisbane ROAR)
 - Auskick (Brisbane Lions)
 - Rugby League (N.R.L. Development Centre)
- Sport gala days in Term 2 and 3 involving local Cluster primary schools
- Year level games and sports programs
- AFL Cup and Rugby League competitions (girls and boys)
- Touch football competitions (boys and girls).
- Netball - Mission Foods Cup (girls)

How Information and Communication Technologies are used to Assist Learning

Our futuristic model for Information, Communication and Technologies (ICT) embraces the concepts of **personalised devices** and “**any time, any place**” access for students to engage with technology in learning. The school’s philosophy in this important area of learning is underscored by the belief that ICT use must be age appropriate and that it must “**value add**” to the learning processes. Being a core component of the Australian Curriculum across all Learning Areas, ICT use extends from Prep to Year 6 and uses a variety of hardware and software to enhance learning.

2017 saw engagement with a diverse range of hardware and software, data projectors in every class room, class sets of laptops and wireless networking, digital microscopes, digital cameras, computer laboratories, smart boards, networked classrooms and a variety of digital data readers for science - all providing our children with a diverse range of conventional and innovative ICT experiences.

The school continues to phase in improvements in our ICT centre called The Hub (with 30 laptops and interactive whiteboards), with one existing networked computer laboratory (30 desk tops), class sets of laptops in trolleys in several Year 3 to 6 blocks, iPads for Prep to Year 2 classes, and classrooms with desktop pods in a number of Year 1-6 classrooms. Students from Years 1-6 all undertake ACER Pat Testing in a digital environment, in readiness for NAPLAN going online in 2019.

Social Climate

Overview

All learning at Burpengary State School is founded on high expectations, and student behaviour is no exception. We believe that an engaging curriculum that differentially meets students’ needs, promotes student learning and minimises the occurrence of disengaged and challenging behaviours.

The school has effective behaviour management processes both within and outside of classrooms. These management processes, combined with the purposeful and explicit, school-wide teaching of appropriate behaviour, and extensive classroom and whole-school Citizenship Awards incentives, help generate a positive atmosphere of learning and respect. The school’s Responsible Behaviour Plan has been developed in partnership with the P&C and approved by Education Queensland, and is regularly reviewed.

The school has established strategies to appropriately manage the large number of young children on this site. There are designated playground areas for the Preparatory and Year 1 children, Year 2 and 3 children, and Year 4, 5 and 6 students. Children’s out of class activities and play occurs with children either of their own age or within a limited age spread. This has ensured that the children can play with other children of similar mobility, size and interests making for a safer, more supportive environment.

Our school has no tolerance for bullying. We have a range of effective strategies for preventing issues in the first instance, and then responding to bullying, including cyber-bullying, should it occur. Our 2017 School Opinion Survey results show that 92% of parents report that their child feels safe and 94% agree their child likes being at Burpengary State School.

The warmth of our supportive school climate is enhanced by the services of our part-time Chaplain. Our Chaplain is available at lunch breaks to interact with children through games, craft activities and the arts, as well as working with individual or small groups of students in support, social skills and/or resilience programs during class time.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)	95%	92%	90%
this is a good school (S2035)	91%	95%	94%
their child likes being at this school* (S2001)	95%	96%	94%
their child feels safe at this school* (S2002)	95%	94%	92%
their child's learning needs are being met at this school* (S2003)	90%	90%	90%
their child is making good progress at this school* (S2004)	89%	89%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school expect their child to do his or her best* (S2005)	99%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	90%
teachers at this school motivate their child to learn* (S2007)	96%	94%	92%
teachers at this school treat students fairly* (S2008)	87%	85%	86%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	96%
this school works with them to support their child's learning* (S2010)	89%	88%	92%
this school takes parents' opinions seriously* (S2011)	84%	85%	80%
student behaviour is well managed at this school* (S2012)	81%	87%	84%
this school looks for ways to improve* (S2013)	92%	95%	85%
this school is well maintained* (S2014)	93%	94%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	97%	91%
they like being at their school* (S2036)	90%	95%	87%
they feel safe at their school* (S2037)	93%	92%	89%
their teachers motivate them to learn* (S2038)	96%	96%	92%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	90%
teachers treat students fairly at their school* (S2041)	92%	96%	81%
they can talk to their teachers about their concerns* (S2042)	86%	92%	86%
their school takes students' opinions seriously* (S2043)	86%	92%	90%
student behaviour is well managed at their school* (S2044)	80%	82%	75%
their school looks for ways to improve* (S2045)	95%	97%	94%
their school is well maintained* (S2046)	92%	93%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	93%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	96%	94%
they feel that their school is a safe place in which to work (S2070)	99%	99%	93%
they receive useful feedback about their work at their school (S2071)	96%	91%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	92%	86%
students are encouraged to do their best at their school (S2072)	99%	98%	96%
students are treated fairly at their school (S2073)	97%	91%	75%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
student behaviour is well managed at their school (S2074)	86%	77%	52%
staff are well supported at their school (S2075)	90%	88%	77%
their school takes staff opinions seriously (S2076)	92%	93%	81%
their school looks for ways to improve (S2077)	99%	100%	97%
their school is well maintained (S2078)	96%	98%	87%
their school gives them opportunities to do interesting things (S2079)	94%	95%	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.

Parent and community engagement

The co-operative relationship between school and home is a major reason for the success of the school. Parent support is evidenced by the manner in which they present their children for school, their support for the school's policies, their support for school fundraising initiatives, volunteerism, their participation in consultative parent groups e.g. Community Forums, Parent/Administration Monthly Meeting, Parents and Citizens Association, and the School Council, as well as focus groups e.g. Fete, Fundraising and Tuckshop. No P&C Association monthly meeting has ever been cancelled due to a lack of a quorum in decades. The Association has always had an energetic Executive and has been active in the development of school facilities (e.g. the P&C Building, Technology and Water Conservation projects), and in the provision of services e.g. the support of children's learning and curriculum resourcing.

Parents/carers have a broad array of opportunities to be involved in their child's education. While the school reports to families four times per year on the child's progress (two verbal and two written), weekly newsletters and a school Facebook page keep parents/carers fully advised on school activities, the children's achievements, items of interest to families and reports from School Council and the Parents and Citizens Association's many activities. The school conducts formal parent/teacher interviews in March and September, and interviews can be arranged with Report Cards in June and December.

The school's excursions, Kitchen/Garden program, swimming program, Sports Days, and Instrumental Music performances all require parental support and able volunteers to provide extra supervision and care for the children. Parents/carers are also very evident in the Junior School classrooms assisting with gross motor activities, reading groups, and homework centres. Every November, the school recognises the hundreds of parent/carer/community volunteers with a special Afternoon Tea and gift ceremony.

Respectful relationships programs

The school has developed and implemented a range of programs that focus on appropriate, respectful and healthy relationships. Through using the High Five rules, our Health units within the Australian Curriculum, complemented by our values base and universal school rules, every student at Burpengary receives great foundations for personal safety and interpersonal relationships.

On top of this, we engage with the **Morcombe Foundation** for the *Day for Daniel*, and with external agencies **Life Education** and **Internet Safe Education** to run specific programs on Personal Development and cybersafety respectively. These programs are age appropriate, run from Prep through to Year 6, and focus on the key developmental needs of children.

Other social skills programs and specialized support programs are sought and implemented by external organizations, teachers, school leaders, our Chaplain and/or Guidance Officer, when needed.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	121	94	181
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Burpengary State School continues to monitor our environmental footprint and grow citizens with a deep knowledge and ethic for conserving our environment. We have improved water consumption by connecting our toilets to stored water already available in the school. We continued to focus our strategies on minimising power consumption during 2017, in an environment where technology, our new Hall, extra air-conditioning units and contemporary classroom requirements demand higher usage loads.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	212,010	3,117
2015-2016	216,934	1,558
2016-2017	204,295	2,748

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

School name

Suburb, town or postcode

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

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	35	<5
Full-time Equivalents	62	23	<5

Qualification of all teachers

Burpengary State School staff have a desire and hunger for learning about their professional work. We have a highly qualified staff already, but we also take active steps to encourage and support staff to attain further qualifications through formal learning. Consequently, 16 teachers have post-bachelor level graduate diplomas and degrees, while a further 6 individual teachers have multiple degrees (2 or even in one case, 3 degrees).

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	Nil
Masters	8
Graduate Diploma etc.**	8
Bachelor degree	49
Diploma	1
Certificate	Nil

*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 2017 were \$69,000.

The major professional development initiatives are as follows:

- Writing and "Think Alouds",
- Phonics Program, and
- Mental Computations in Maths.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	90%

*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 2017 for all Queensland Primary schools was 93%.

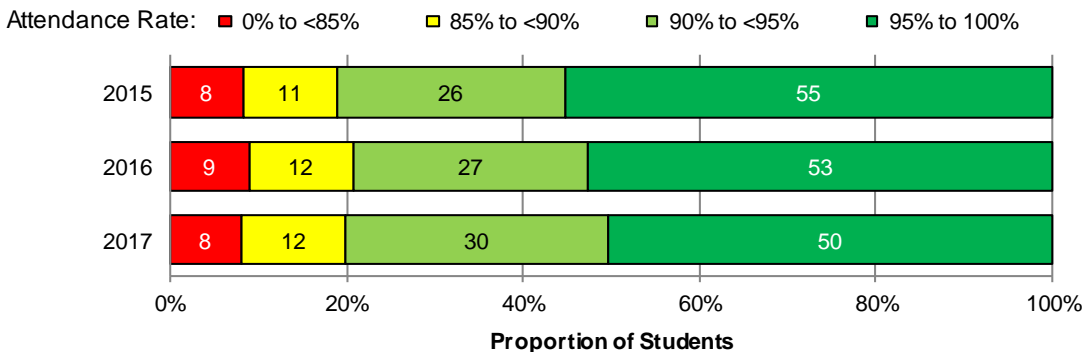
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	93%	95%	95%	94%	94%						
2016	94%	94%	93%	94%	94%	94%	93%						
2017	93%	94%	94%	93%	93%	93%	94%						

*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 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.

Positive messages about the relationship between attendance and performance, the values of resilience and hard work, and the inherent enjoyment that comes from genuine learning permeate our daily practices, classrooms, parades and conversations. Citizenship Awards receive an extra Gold Principal's Award if the student's attendance is above 95% for each Term.

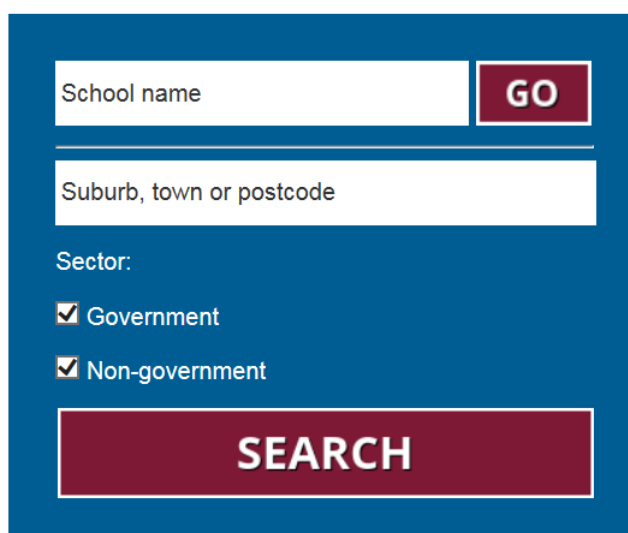
Class rolls are marked at 8.55am and 2.00pm daily. Any absence requires explanation as all children (Years 1-6) are of compulsory school age. Notes and phone messages are acknowledged in the class rolls in the OneSchool database. All notes are filed for 12 months. Class teachers follow-up on individual unexplained absences and the Deputy Principals phone on absences which cause concern. The Principal does write to families whose children have unsatisfactory attendance or a number of unauthorised absences to re-engage them in learning. Education Queensland's legal process will be enacted if necessary.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN Test are available via the My School website at <http://www.myschool.edu.au/>. Highlights and improvements in our focus areas of Reading and Numeracy saw some of the school's best Mean Scale Score and Upper Two Bands results in these areas ever. This enables our focus and attention to turn to the areas of Writing and Spelling.

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



School name

Suburb, town or postcode

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 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.

Conclusion

Thanks for taking the time to read our report, and I encourage you to watch our school develop and get better and better for students every year!