



Burnside State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information



Queensland
Government

Postal address	PO Box 5063 SCMC Nambour 4560
Phone	(07) 5441 0888
Fax	(07) 5441 0800
Email	principal@burnsides.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Monique Pfingst Principal



From the Principal

School overview

Burnside State School is situated in the hinterland suburb of Burnside in Nambour on the Sunshine Coast in Queensland. Burnside State School opened in 1978. The school has an enrolment of approximately 460 students ranging from the Preparatory Year through to Year 6. The school also caters for children in our Early Childhood Development Centre, which caters for students aged from 0 to 5 years who have a disability. The Inclusion Programme (formally our SEP) is under the direction of a Head of Inclusion and caters for students with a disability from Prep to Year 6. In 2015 Burnside State School became a catchment managed site to ensure we cater for those who live within our catchment boundaries. This has seen some reduction in our student number, but with the continued growth and housing development in the area, there is an expected steady increase in numbers again over coming years. Burnside State School achieves its mission by identifying as a school based on **TRUST, BELIEVE** and **BELONG**. We ensure that we set high expectations for all in our school community and work closely with students, parents and community organisations to ensure all students are supported academically, socially and emotionally. The school plays an important role in the community by providing an Indigenous and Community Playgroup once per week onsite. The playgroup encourages early literacy development and assists in the transition to school. The school employs a range of staff to offer additional support to students and families to promote academic improvement, positive behaviours and social emotional support. In 2018 Burnside State School began the journey of becoming an officially recognised 'White Ribbon' School in Australia, based on our strong commitment to 'not now, not ever' which promotes a stand against violence within our community.

School progress towards its goals in 2018

This annual school report provides an overview of strategies implemented at Burnside State School in 2018. It outlines our achievements and highlights, outstanding level of commitment and work implemented by our staff, students and community to continue the improvement journey of our school.

We support our students at Burnside State School through focused improvement in key areas. These are:

1. **A**CADEMIC –
 - a. Continued improvement in reading,
 - b. Focused improvement in number and writing
2. **B**EHAVIOUR AND ENGAGEMENT:
 - a. Utilisation of SWPBL to recognise positive behaviour, enhance student wellbeing, teach social and emotional skills and support those with particular needs.
 - b. SCHOOL ATTENDANCE: recognising those with high attendance rates and working with those needing improvement
3. **C**OMMUNITY –
 - a. improving our participation and engagement within and beyond the school gate

This is an overview of our progress in 2018

School curriculum	Continued focus on curriculum development across all year levels using C2C as a key resource	Teachers offered termly planning days to prepare for following term and to moderate work from current units Continued development of external moderation	Engagement with Indigenous Elder and community to review and begin to develop Indigenous Perspectives Framework
-------------------	--	---	---



		with Nambour Alliance	
Reading	Continuation of consistent benchmarking system with intensive focus on comprehension strategies to support reading	Continuation of goal setting to support teaching of reading and comprehension strategies.	Continuation of 'whole school' intervention approach to improve reading and comprehension skills Investigation into 'red' zone readers.
Writing	Explicit focus on development of whole school writing program – including 'wheel of writing'	Development of writing goals linked to writing program	Coaching to support vocabulary development across school including word walls and descriptive language
Spelling	Continued focus within the classrooms	Teachers provided with opportunities to review and utilise C2C spelling resources in conjunction with classroom programs	Teachers agreed to adopt C2C spelling in line with year level planning
Numeracy	Continued focus on teacher skillsets with 'Back to Front' Maths to support student understanding of key concepts in number	Teachers offered PD and coaching to support use of program within classrooms	Maths Coach utilised to support teacher development and modeling of lessons

Behaviour/engagement	Continuation of Bravos (reward tickets) and introduction of Thumbs Up rewards Awards on parade – weekly Term reward – special parade to end each term	Teachers continue training in Essential Skills in Classroom Management Continued refinement of school procedures and programs through the SWPBL team Continued use of 'Yarning Circle' and lessons to support social emotional learning. Introduction of 'Kids Matter'	Introduction of BASES role to support students with social/emotional skill development and behaviour management
Attendance	Review of attendance rates for students Rewards for positive attendance rates across class and year levels	Teachers promoted class attendance and reduced 'unexplained' absences to win termly award	Administration follow up with long term absenteeism issues with family Continuation of same day notification of absence using SMS program



Participation	Provide opportunities for parents to participate in school activities	Continued provision of playgroup at school	HOCS to provide training for parents in reading and numeracy
Engagement	Engage with the Salvation Army to continue a brass band for students	Increased participation in events and programs with The Smith Family	Continued partnership with Sunny Kids to support students and families

Future outlook

<p>Our improvement priorities for 2019 are:</p> <p>Continued focus on development and implementation of clear frameworks for learning, wellbeing and community engagement.</p> <p>A – ACADEMIC - READING, WRITING, NUMERACY</p> <p>B – BEHAVIOUR AND ENGAGEMENT - POSITIVE BEHAVIOUR, ATTENDANCE and WELLBEING</p> <p>C- COMMUNITY ENGAGEMENT</p>	<p>Academic</p> <p>Quality teaching of oral language, writing, and number</p> <p>Preparing for and working with diverse learners</p> <p>Utilisation of expert staff to support focused improvement</p> <p>Data use for improvement</p> <p>Planning/ alignment and consistency</p> <p>Intervention in reading and number</p>	<p>Behaviour and Engagement</p> <p>Investigating skills for the 21st century learners – moving beyond SWPBL into the 6C's</p> <p>COMMUNICATION</p> <p>COLLABORATION</p> <p>CREATIVITY</p> <p>CITIZENSHIP</p> <p>CHARACTER</p> <p>CRITICAL THINKING</p> <p>Continued use of BASES teacher to teach social/emotional skills</p> <p>Enrolment manager to investigate proactive programs to support positive attendance, and respond to low levels of attendance</p>																								
<p>Community Engagement</p> <p>Development of school framework linked to 'Advancing Partnerships'</p> <p>Continued development of partnerships with Community organisations</p> <p>Continued growth of the Community Learning Expo in line with parent interviews</p> <p>Continued support for Playgroup to support early learning and literacy skills</p>	<p>Teaching and Learning – building our profession</p> <p>Continued performance planning to enhance staff professional learning and development</p> <p>Continuation of Strategic teams to lead school improvement agenda through use of the Inquiry Planning Cycle</p> <p>Introduction of Strategic Arts team to support development of Arts in line with ACARA and promote student involvement across a range of events within and beyond the school</p>	<p>Targets</p> <p>Student Attendance - 92.3 %</p> <p>STUDENT ACHIEVEMENT- 80% C or better in English, Math and Science</p> <p>NAPLAN – increased number of students in Upper Two Bands (U2B)</p> <table border="1"> <tr> <td>U2B</td> <td>YR 3</td> <td>YR 5</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>28%</td> </tr> <tr> <td>Reading</td> <td>40%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>28%</td> </tr> <tr> <td>ABOVE NMS</td> <td>YR 3</td> <td>YR 5</td> </tr> <tr> <td>Writing</td> <td>92%</td> <td>90%</td> </tr> <tr> <td>Reading</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Numeracy</td> <td>95%</td> <td>92%</td> </tr> </table>	U2B	YR 3	YR 5	Writing	30%	28%	Reading	40%	35%	Numeracy	30%	28%	ABOVE NMS	YR 3	YR 5	Writing	92%	90%	Reading	95%	95%	Numeracy	95%	92%
U2B	YR 3	YR 5																								
Writing	30%	28%																								
Reading	40%	35%																								
Numeracy	30%	28%																								
ABOVE NMS	YR 3	YR 5																								
Writing	92%	90%																								
Reading	95%	95%																								
Numeracy	95%	92%																								



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	497	485	456
Girls	249	231	219
Boys	248	254	237
Indigenous	68	67	61
Enrolment continuity (Feb. – Nov.)	92%	91%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Burnside State School works within the school's Enrolment Management Plan to ensure that families living in our catchment area, are ensured priority placement. Our student body is made up of a diverse range of families from varying backgrounds and cultures. The MySchool website indicates that our students came from a broad range of social-economic backgrounds, with the school's ICSEA value at 970. Although the school was started in 1978, we have many former students enrolling their children at Burnside. Male and female student numbers are almost equally represented with Boys- 237 and Girls – 219. Indigenous students make up 14% of our student population and 5% have a language background other than English.

Our school has a dedicated team of staff supporting students in our Early Childhood Development Program and Inclusion Unit. Our student population who have a verified disability is 11%.

Each year, School Captains and Student leaders are selected to represent the school at various formal and informal events. The student leadership team also leads the student population during annual sports carnivals, Under 8's day and other school events. We also offer a student council, with classroom representatives from Years 3 to 6, to ensure student voice is clearly valued within our school. This group assist with decisions linked to school events such as free dress days, disco themes, school improvement strategies and positive behaviour recognition.



Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	22
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

Burnside State School offers a supportive learning environment to support our curriculum. Our specialized programs include:

- Utilisation of C2C to support consistency of school planning and resource development
- Continued focus on improvement in reading, writing and number through targeted programs and staff professional learning (Fountas and Pinnell and Back 2 Front Maths)
- Focus on differentiation and inclusion within all classrooms to support and meet learners needs
- Specialised support for teachers and students to support digital technologies within the classroom
- Provision of weekly playgroup to support families and children with focus on early years play and literacy skills
- Oral language program for early years
- Health and wellbeing programs across P – Year 6
- Intensive support for students in reading and social skills
- Specialised Early Childhood Development Centre for students with disability (0-5 years)
- Special Education Program for identified students supported by specialised teachers
- Electives program for Year 6 linked to Burnside State High School
- Specialised learning program where teachers take subject specific classes in Year 6

Co-curricular activities

Burnside State School offers a variety of co-curricular 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 2018:



- | | |
|---|--|
| <ul style="list-style-type: none"> • Instrumental Music • Junior and Senior Drama Groups • Parade Presentations • Student Leadership • School Camp -Year 6 • Riding for the Disabled program • Premier's Reading Challenge • National Literacy and Numeracy Week • Book Week Parades • School Christmas concert • Equine therapy • Salvo Brass Band | <ul style="list-style-type: none"> • Interschool Sport (Years 5/6) • Cross Country • Swimming Carnival • Athletics Carnivals • District/Regional/State Sporting representation • School Excursions • ICAS Tests • BSHS Transition Programme • Wakakirri • Kids in Action • Solid Pathways |
|---|--|

How information and communication technologies are used to assist learning

In 2018 the ICT Strategic Team continued to review and implement plans based on continuing to improve access and use of communication technologies to assist in learning.

In 2018:

- Enrolment in Solid Pathways – online Learning Project for Indigenous Students
- Subscription to Mathletics and Reading Eggs to support literacy and numeracy
- Purchase of more ICT support devices including I pads and Desktop computers
- Upgrade to new server
- Purchasing of apps and licences to support learning – Scratch, Clicker, Minecraft
- Purchasing of robotic equipment to support learning - Spheros
- Employment of fulltime ICT teacher to support teachers and learners in Prep – Yr 4
- Employment of a Systems Technician and Support Officer to improve continuity of service for equipment and maintain classroom programs

Social climate

Overview

Burnside State School has implemented many strategies to ensure that our school climate is one where the whole community feel safe, supported and valued. Our School Wide Positive Behaviour Support/Learning focuses on the Three Burnside principles of Safety, Learning and Respect. A weekly themed lesson is taught by classroom teachers during Yarning Circle on Friday afternoons to prepare the students for the following week. Our Yarning Circle is also an opportunity for teachers and students to voice their concerns or thank another member of their class for supporting them. The Burnside 5 is a program to support students to take a stand against Bullying. The 5 steps are explicitly taught to encourage students to Say No to Bullying at Burnside.

In 2018 Burnside State School continued its commitment to White Ribbon and the 'Not Now: Not Ever' campaigns to support those experiencing violence and to educate our students around their rights to feel safe and not accept any form of violence. The school has taken a very deliberate approach to reinforce our support of anti-violence and implements consistent consequences for any violence displayed within the school, including suspension (as indicated in our increased rates of short suspension).

In line with our focus on high behaviour expectations, including standing against violence, in 2018 our Wellbeing team developed and implemented a Wellbeing framework, including the teaching of specific skills and strategies to support personal social and emotional development. A school document, including specific teaching scope and sequence requirements is now utilised across the school. The launch of our Wellbeing Framework was marked with the introduction of the Wellbeing Walk – a series of pallets located



near our hall, with positive messages painted on them creating a very positive space for our community to reflect on positive sayings. Each class in the school was responsible for the creation of a pallet.

Burnside is committed to learning and managing behaviour in a positive and proactive way. The **BASES (Behaviour and Social Emotional Support)** program is an explicit teaching model where students are engaged with specific Learning Support in a low ratio setting. Specially selected students work for block sessions in each day with a focus on Reading, Writing, Grammar, Punctuation, Spelling and Numeracy skills.

During the sessions students are given the opportunity to learn core skills that they may have missed and provided with practice for using strategies to solve problems and work through difficulties in learning in appropriate ways. They are provided with explicit modelling of learning strategies and then given the opportunity to apply this learning in a range of activities including games that require co-operation and turn taking.

Students are also identified within this program who require social emotional support, rather than a pure focus of academic growth. These students are supported by the teacher and often families become engaged as well. There are a range of support options available to our families that we are able to utilise including Thriving Families, Evolve, Sunshine Coast University, The Smith Family, SunnyKids, Headspace and so on.

Our Chaplain and Behaviour Support Team continue to work with the school community to implement programs that support the social and emotion growth of our students including: equine therapy, Girls Group, Ukulele Club, Unlimited for boys and the popular breakfast program on Fridays. Selected students participated in equine therapy programs.

In 2018 we introduced a 'Kilometre Club' giving students the opportunity to be physically active prior to the start of the school day. The children run/walk/jog laps of the oval and record their achievements each time. Over the period of the semester they earn certificates and ribbons linked to the distances they achieve. The highest achieving students ran approximately 70 kilometres over the duration of the program.

In 2018 we also introduced a community choir morning, where on a Friday morning all students and parents are invited to a 'sing-a-long' in our undercover area. This program has seen a greater number of students arriving prior to the bell to engage in the community singing. Classes get to vote for their favourite songs which are used as the playlist for the following week.

Our Year 6 students continue a close relationship with Burnside State High School, visiting the school on a regular basis as part of our high school transition program. Students enjoy participating in weekly elective subjects, volleyball programs and access to science and computer labs.



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	83%	90%	92%
• this is a good school (S2035)	84%	84%	96%
• their child likes being at this school* (S2001)	86%	92%	88%
• their child feels safe at this school* (S2002)	79%	92%	92%
• their child's learning needs are being met at this school* (S2003)	84%	90%	80%
• their child is making good progress at this school* (S2004)	84%	90%	88%
• teachers at this school expect their child to do his or her best* (S2005)	91%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	90%	88%
• teachers at this school motivate their child to learn* (S2007)	81%	90%	88%
• teachers at this school treat students fairly* (S2008)	76%	90%	88%
• they can talk to their child's teachers about their concerns* (S2009)	91%	97%	92%
• this school works with them to support their child's learning* (S2010)	81%	90%	88%
• this school takes parents' opinions seriously* (S2011)	73%	79%	87%
• student behaviour is well managed at this school* (S2012)	69%	77%	80%
• this school looks for ways to improve* (S2013)	83%	82%	92%
• this school is well maintained* (S2014)	74%	79%	72%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	97%	98%
• they like being at their school* (S2036)	87%	86%	95%
• they feel safe at their school* (S2037)	85%	91%	94%
• their teachers motivate them to learn* (S2038)	93%	92%	93%
• their teachers expect them to do their best* (S2039)	93%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	95%	95%
• teachers treat students fairly at their school* (S2041)	71%	90%	87%
• they can talk to their teachers about their concerns* (S2042)	70%	88%	94%
• their school takes students' opinions seriously* (S2043)	77%	88%	91%
• student behaviour is well managed at their school* (S2044)	62%	83%	94%
• their school looks for ways to improve* (S2045)	92%	97%	97%
• their school is well maintained* (S2046)	81%	94%	97%



Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	82%	96%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	88%	92%	89%
• they feel that their school is a safe place in which to work (S2070)	86%	92%	92%
• they receive useful feedback about their work at their school (S2071)	70%	80%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	93%
• students are encouraged to do their best at their school (S2072)	95%	100%	100%
• students are treated fairly at their school (S2073)	79%	94%	100%
• student behaviour is well managed at their school (S2074)	49%	80%	92%
• staff are well supported at their school (S2075)	62%	88%	91%
• their school takes staff opinions seriously (S2076)	70%	87%	91%
• their school looks for ways to improve (S2077)	98%	96%	97%
• their school is well maintained (S2078)	88%	86%	83%
• their school gives them opportunities to do interesting things (S2079)	70%	88%	94%

* 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

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
- Volunteering before or during the school fair
- Participating in working bees
- School Discos

In 2018 we continued to work with our Indigenous Elder and local families to bring our Yarning Circle back to life and to utilise technology to support our knowledge of bush tucker and the range of plants included in our garden area. Our Indigenous playgroup continues to support early learners in their readiness for schooling.

In 2018 we also reinvested our link with The Smith Family, an organisation that supports families through:

- Learning For Life scholarships
- S2S Reading program – mentors and mentees



- PASS program – supporting all students with a transition program into high school
- Kidrepreneur program – a program for Yr 5 to promote team work and development of a product to sell within the community

We initiated programs with the Salvation Army including:

- Red Shield Appeal
- Christmas Appeal
- Just Brass program – Yr 4/5 students have the opportunity to learn a brass instrument and play in the Salvation Band

Our other key stakeholder groups include:

- Sunny Kids
- Burnside State High School
- Nambour Christian College – community support services
- HOPE mentors
- Sunshine Coast University
- Sunshine Coast Council – Kids in Action

Students with diverse needs at our school are also catered for through our relationship with internal and external services. These services support the students and the family. These support services include:

- HOI
- Student services team – Senior Guidance Officer, Guidance Officer, Speech Language Pathologist, Behaviour Support Teacher
- Chaplain
- Wellbeing Team
- Sunny Kids psychologist support
- Equine therapy
- Riding for Disabled Group

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2018 our school used our Yarning Circle protocols to support student focus on respectful and positive relationships, where issues can be addressed and strategies shared in a safe environment. Students are shown and reflect on strategies to use in everyday life to deal with issues and enhance resilience. The Burnside 5 is used as a school-wide program to support NO BULLYING and dealing with it. A series of weekly lessons have also been developed to promote positive wellbeing and offer students strategies to build positive self-esteem. This includes the use of positive stories and a collection of artefacts to support students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	37	150	197
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



Environmental footprint

Reducing this school's environmental footprint

Building on our success in 2014 and 2015, winning the Unity Water 'Back to Tap' completion, Burnside State School staff continue working closely with students to conserve water. Reusable drink bottles are used across the school and a chilled water filling station has been installed. Our students are involved in maintaining our Community Garden, which has been planted with local species that require minimal water. A waste education program encourages students to be respectful of the school grounds to avoid the packing finding its way into our drains and creek that flow through the school grounds. Only two teaching blocks are air conditioned; students monitor that temperatures are maintained at set levels. Classroom lighting and fans are turned off when not required to reduce power consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	145,690	144,559	139,913
Water (kL)		3,445	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.



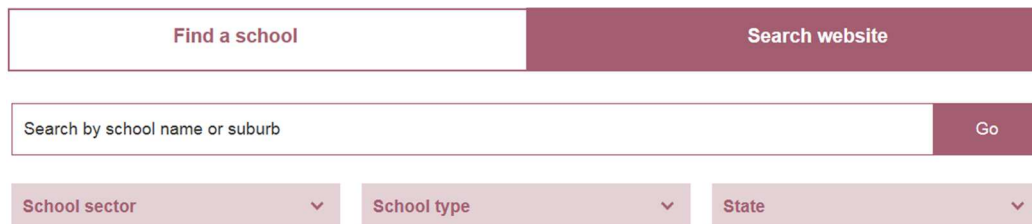
School funding

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a thin border and the text "View School Profile" centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	26	<5
Full-time equivalents	37	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	6
Bachelor degree	26
Diploma	4
Certificate	0

*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 2018 was **\$85 000**

The major professional development initiatives were as follows:

Year level planning across all year levels - one day per term

Reading benchmarking- each class – half a day per term

Professional learning – Guided reading

Back 2 Front Maths

Fountas and Pinnell

Benchmarking training

Indigenous Perspectives

Data skill development

Differentiation/ Inclusion

Performance planning



Essential Skills for Classroom Management
One Note
New Pedagogies for Deep Learning
Digital Technologies
Ruby Payne's Poverty Training
Trauma training
Personal Wellbeing
Student wellbeing

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

Table 12: Average student attendance rates for each year level at this school

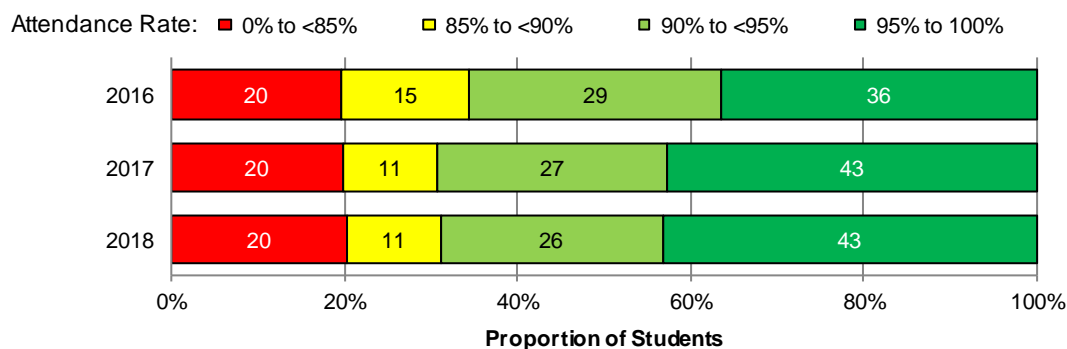
Year level	2016	2017	2018
Prep	89%	92%	91%
Year 1	91%	90%	93%
Year 2	91%	93%	90%
Year 3	92%	91%	91%
Year 4	93%	92%	91%
Year 5	90%	92%	91%
Year 6	89%	89%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

- Student absences are monitored on a daily basis.
- An SMS system has been installed to alert parents when their child is absent. When a student is absent for two consecutive days unexplained the class teacher may contact the family. If no explanation is provided by the third unexplained day Administration follow up.
- Any absences beyond three days are identified by the Classroom Teacher and referred to the Principal.
- The Principal monitors children with unexplained extended absences.
- Parent contact is initiated. Negotiations are entered into to ensure attendance.



- If this is unsuccessful, formal EQ policies are enacted that involve letters to parents notifying them of possible consequences of continued non-attendance. Further non-attendance will result in a formal notification through the Department of Child Safety and the Qld Police Service.
- Students who will be absent for greater than ten days must complete an application for exemption from compulsory schooling approved by the Principal.

□ As well as the reactive measures noted above the school operates a 'Certificate Program' that rewards high level attendance for individuals and class groups.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.



CONCLUSION:

Burnside State School continues to thrive as a modern and caring school that caters for a diverse group of students and families. Our results are reflective of the significant improvement agenda that has been undertaken by a dedicated group of staff, parents and students. We are very proud to be a key part of the Burnside community and look forward to the continued amazing adventures in learning that lie ahead.

