

Buranda State School

Queensland State School Reporting

2015 School Annual Report



Postal address	24 Cowley Street Buranda 4102
Phone	(07) 3435 1222
Fax	(07) 3391 2194
Email	principal@burandass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Simon Vaseo-Principal

Principal's foreword

Introduction

Buranda State School students continue to be successful academically and socially, and staff and parents remain very satisfied with the work of the school. Demand for places increases year by year, with the school having had to manage enrolments for several years. This shows no sign of abating.

School progress towards its goals in 2015

LEARNING

All teachers continued to implement the philosophy in schools program. Teachers continued to plan, develop and implement units of enquiry that align National Curriculum in 2015 (C2C).

All teachers:

- Implemented literacy, numeracy and science units aligned with the National Curriculum.
- Implemented strategies to support the effective implementation of the Australian Curriculum C2C

The school continued to enjoy good support from members of the school community at events conducted throughout the year.

Students successfully participated in an interschool sports program with neighbouring state schools- the Budgie Cup.

WORKFORCE

Teaching and non-teaching staff participated in identified professional development and training opportunities.

All staff were provided with on-going professional development and support regarding the Teaching of Philosophy on purposeful and successful teaching and learning. Continuation of school specific programs- philosophy in schools and environmental education.

Future outlook

In 2015 Buranda students achieved mean scores above or 'statistically significantly' above both the state and national means in most areas tested in NAPLAN tests.

The challenge is to maintain this high standard, to continue to improve. The staff will direct further energy to the consistent teaching of reading across the school. A school reading framework will be published in the coming 12 months. Staff continues to be very happy working at Buranda State School.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	212	109	103	5	93%
2014	211	103	108	2	97%
2015	205	112	93	4	93%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The diverse student population is drawn from various cultural backgrounds. Of the current student enrolment, the majority are from English Speaking Backgrounds

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	19
Year 4 – Year 7 Primary	19	15	16
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	3	0

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our approach to curriculum delivery

Philosophy is taught from Prep to Year Six. This is a literature-based program designed to develop critical, creative and caring thinking. We have found that it has a positive impact on academic and social outcomes for our students. The children participate in ordered, rigorous discussions about topics which are important to them and for which there may be many answers that could be considered correct. They are encouraged to develop hypotheses, give examples, build on each other's ideas, give reasons, justify decisions, recognise inconsistencies in arguments and so on.

Environmental Education is taught across all year levels. The children participate in activities involving the school garden and Norman Creek. These include caring for chickens, growing and selling vegetables, revegetating the banks of the adjacent creek, and learning about the principles of sustainability. The related ethical issues are discussed in philosophy sessions, where children ponder questions such as 'Is progress always a good thing?' and 'Does every creature have the right to a home?'

Most classes are mixed age. All classes use cooperative group strategies and provide opportunities for the development of independence in learning. In this way, the needs of learners are able to be met within each classroom context, whether those needs be for extension or extra support.

Support-a-reader and Early Literacy and Numeracy programs operate, as well as support being available from English-as-a-Second-Language and other Advisory Visiting Teachers.

Extra curricula activities

Instrumental music is now conducted as part of the Buranda State School program.

Students participate in lessons and band practice here at school. This new initiative builds on the program developed in conjunction with Coorparoo Secondary College over the past decade.

Interschool sporting activities are undertaken on a non-traditional basis by students in Years 4 – 6. Schools in the regular competition include East Brisbane and Greenslopes and Dutton Park.

School Choirs-Junior and Senior. The school music teacher conducts both Junior and Senior Choirs at school to interested students.

How Information and Communication Technologies are used to improve learning

Technology is used to support classroom activities, for both seeking and managing information. All classes at Buranda State School have at least four computers available for student use. These receive constant use as children research, email, undertake curriculum programmes and word process.

The school also enjoys the use of a computer lab within the resource centre.

Teachers and students have enjoyed incorporating interactive whiteboard technology into regular classroom learning.

Computers are seen very much as a tool for learning. The Learning Place has provided a rich platform on which to develop further ICTs competency for teachers and students, with many accessing blogs and other spaces to good effect.

The school has implemented the use of 22 iPads for student use.

Social Climate

Buranda State School is a place where children enjoy their learning. Where they wonder, imagine, question, puzzle, speculate and think. Where children are considerate of one another, where they work together to solve problems, and where there is little or no bullying. It is a place where children enjoy success, both academically and socially. There is a lovely calmness and sense of purpose about our school.

To participate in a philosophical community of inquiry, children are taught to listen to one another, and to consider the ideas of others. They are taught to explore disagreement respectfully. These skills then transfer into other areas of school life, both within the classroom and outside of it.

Teachers endeavour to always give children a fair hearing. To really listen to the point of view of all stakeholders and to collaborate with students for a reasonable, agreeable outcome.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	95%	97%
this is a good school (S2035)	100%	95%	97%
their child likes being at this school (S2001)	97%	93%	98%
their child feels safe at this school (S2002)	100%	95%	98%
their child's learning needs are being met at this school (S2003)	100%	95%	91%
their child is making good progress at this school (S2004)	97%	95%	97%
teachers at this school expect their child to do his or her best (S2005)	97%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	95%	95%
teachers at this school motivate their child to learn (S2007)	100%	90%	98%
teachers at this school treat students fairly (S2008)	100%	92%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	97%
this school works with them to support their child's learning (S2010)	100%	95%	88%
this school takes parents' opinions seriously (S2011)	97%	92%	88%
student behaviour is well managed at this school (S2012)	94%	90%	95%
this school looks for ways to improve (S2013)	94%	90%	91%
this school is well maintained (S2014)	100%	98%	98%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	89%	97%
they like being at their school (S2036)	96%	86%	90%
they feel safe at their school (S2037)	92%	95%	92%
their teachers motivate them to learn (S2038)	99%	95%	92%
their teachers expect them to do their best (S2039)	97%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	95%	94%
teachers treat students fairly at their school (S2041)	93%	89%	84%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	91%	87%	81%
their school takes students' opinions seriously (S2043)	93%	89%	92%
student behaviour is well managed at their school (S2044)	90%	84%	86%
their school looks for ways to improve (S2045)	96%	92%	90%
their school is well maintained (S2046)	99%	97%	95%
their school gives them opportunities to do interesting things (S2047)	93%	89%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	86%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The programs at Buranda State School reflect the values and beliefs of the school community. Of particular note is the positive feeling towards the teaching of philosophy.

Parents are welcome at Buranda State School, and there is a high level of community involvement. This is apparent across all grades, but is most pronounced in the junior classrooms. Parents by hearing reading, assisting group work and excursions, etc. They are also invited to identify any area of expertise they may be prepared to share. At the culmination of a unit of work, parents are invited to the classrooms to share the 'learning journey'.

The school has an active, supportive and committed Parents and Citizens Association. This groups raises significant funding to support the school program and facilities.

Students go into the community for activities such as the following:

- to undertake environmental education lessons at the local creek
- to undertake joint activities with Narbethong Special

Reducing the school's environmental footprint

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

The introduction of sustainable practices has greatly influenced student learning and behaviour in the past few years.

Projects that the school is actively engaged in include:

- Cultivation and harvesting of food crops

- Ongoing involvement in the Brisbane City Council's Active School Travel Program
- Litter-free Wednesdays
- Mobile phone recycling
- Composting and recycling

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	83,110	1,808
2013-2014	98,132	5,757
2014-2015	81,739	5,899

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

Our staff profile

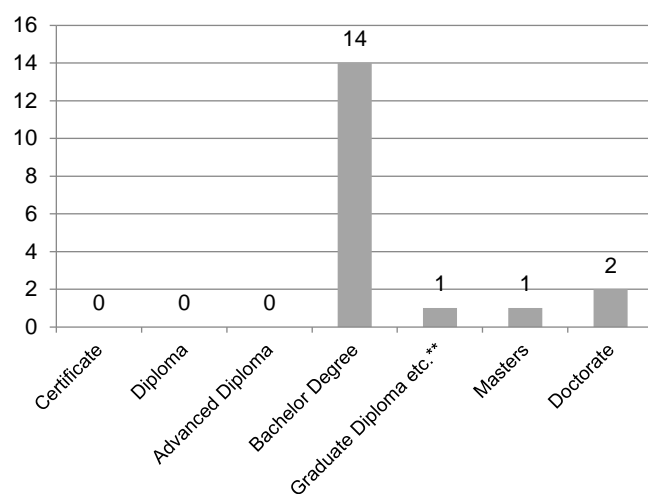
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	9	0
Full-time equivalents	13	7	0

Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualification of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on [your records](#), enter the numbers for [your school](#) for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are [examples only](#), not your school's actual figures. The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	1
Masters	1
Doctorate	2
Total	18



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 11 216.00

The major professional development initiatives are as follows:

- Philosophy in School teacher development training
- ACARA and C2C training and development
- OneSchool training
- Literacy development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	55%	82%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Student attendance rate for each year level (shown as a percentage)

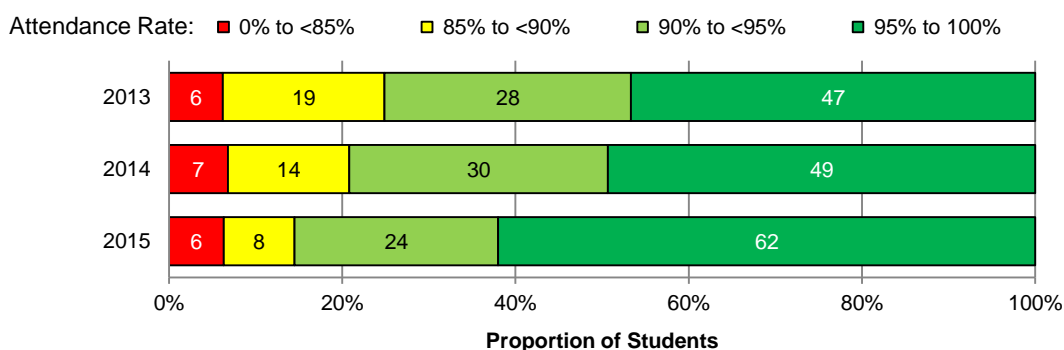
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	93%	94%	94%	93%	92%	94%	92%					
2014	94%	92%	93%	93%	94%	93%	94%	94%					
2015	95%	95%	92%	95%	96%	96%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Teachers record student attendance on an electronic roll twice daily (in OneSchool). Parents are required to advise the school in writing (email) or phone call as to the nature of the student's absence.

Where a child's attendance is irregular and no explanation is received, parents will be contacted by the school. Instances of truancy are investigated and parents are contacted.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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