



Buranda State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Buranda State School is an inner-city school in Brisbane, Queensland, catering for children in the first seven years of their schooling. There are approximately 220 students in nine classes. Students at Buranda consistently perform above the state and national means in systemic tests. Buranda State School strives to develop a culture of good thinking. All children participate in philosophy classes, where they discuss the big questions of life. They are taught the intellectual skills of inquiry in order that deep and clear thinking can occur at all times. The student population reflects the diversity of the local area. This includes a wide range of socio-economic groups, family structures, cultural groups and religious backgrounds and beliefs. Buranda State School is well supported by the school community.

Principal's Forward

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.

Introduction

School Progress towards its goals in 2016

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 2016 (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 2016 Buranda students achieved mean scores above or 'statistically significantly' above both the state and national means in all areas tested in NAPLAN tests.

The challenge is to maintain this high standard and continue to improve.

The staff will direct further energy to the consistent teaching of reading across the school. The staff will work on the consistent teaching of writing.

The school has continued a project with Cavendish Road State High School, Holland Park and Seville Road State Schools, to implement the Philosophy in Schools Program from Prep-12. Buranda SS has provided strategic and programming input, delivering staff training and providing coaches to the partnership schools. This program is being funded by the Collaboration and innovation Fund (CIF).

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 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	211	103	108	2	97%
2015*	205	112	93	4	93%
2016	214	114	100	3	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 2016, 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

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	22	23
Year 4 – Year 7	15	25	25
Year 8 – 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.

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 are 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 State Schools.

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 Assist 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 25 iPads for student use.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	97%	94%
this is a good school (S2035)	95%	97%	96%
their child likes being at this school* (S2001)	93%	98%	98%
their child feels safe at this school* (S2002)	95%	98%	98%
their child's learning needs are being met at this school* (S2003)	95%	91%	93%
their child is making good progress at this school* (S2004)	95%	97%	89%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	89%
teachers at this school motivate their child to learn* (S2007)	90%	98%	96%
teachers at this school treat students fairly* (S2008)	92%	93%	94%
they can talk to their child's teachers about their concerns* (S2009)	90%	97%	93%
this school works with them to support their child's learning* (S2010)	95%	88%	89%
this school takes parents' opinions seriously* (S2011)	92%	88%	80%
student behaviour is well managed at this school* (S2012)	90%	95%	96%
this school looks for ways to improve* (S2013)	90%	91%	89%
this school is well maintained* (S2014)	98%	98%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	97%	99%
they like being at their school* (S2036)	86%	90%	93%
they feel safe at their school* (S2037)	95%	92%	97%
their teachers motivate them to learn* (S2038)	95%	92%	97%
their teachers expect them to do their best* (S2039)	97%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	98%
teachers treat students fairly at their school* (S2041)	89%	84%	91%
they can talk to their teachers about their concerns* (S2042)	87%	81%	87%
their school takes students' opinions seriously* (S2043)	89%	92%	85%
student behaviour is well managed at their school* (S2044)	84%	86%	91%
their school looks for ways to improve* (S2045)	92%	90%	97%
their school is well maintained* (S2046)	97%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	89%	89%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	93%	82%
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%	93%
staff are well supported at their school (S2075)	100%	100%	94%
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%	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

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, by parents hearing reading, helping teach sight words, 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 group 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

Respectful relationships programs

The school has addressed respectful relationships through the Philosophy in Schools program for almost 20 years. By participating in philosophy discussions students develop tolerance for others and their views, as well as directly exploring concepts such as fairness, respect, violence and conflict.

The school also seeks to engage external program providers to present important information to the students around positive communication, safe digital technology practices and appropriate personal awareness. Our partners have included, Education Queensland, Queensland Police Service and Life Education.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	0	0
Long Suspensions – 6 to 20 days	0	0	1
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.

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	98,132	5,757
2014-2015	81,739	5,899
2015-2016	99,392	3,132

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

GO

Sector:

Government

Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	10	0
Full-time Equivalents	14	7	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	15
Diploma	
Certificate	

*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 2016 were \$ 13085

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Philosophy in School teacher development training
- ACARA and C2C training and development
- OneSchool training
- Literacy development- Seven Steps to Writing Success, Fountas and Pinnell BAS, Assistive Reading Technology, EQ Reading Modules.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	55%	82%	73%

*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 2016 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
2014	94%	92%	93%	93%	94%	93%	94%	94%					
2015	95%	95%	92%	95%	96%	96%	95%						
2016	94%	95%	94%	95%	94%	95%	95%						

*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.

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.

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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.

NAPLAN

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

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