



Buranda State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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### School overview

Buranda State School is an inner-city school in Brisbane, Queensland, catering for children in the first eight years of their schooling. There are approximately 248 students in ten mixed-age or single grade classes. Students at Buranda consistently perform above the state and national means in systemic tests. This has been evidenced for the past 10 years. 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. Approximately 18% of the students are ESL, including refugee families. Buranda State School is well supported by the school community. The school celebrated 100 years of operation in 2018, with the major events being The Centenary Burandafest (fete) and a Centenary Gala Reunion.

### School progress towards its goals in 2018

#### 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 2018 (C2C).

All teachers:

- Implemented literacy, numeracy and science and HASS 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.

Students and staff were involved in Aboriginal and Torres Strait Islander Education programs in 2018. All students participated in Aboriginal Story and Dance workshops with Aboriginal Educator Gregg Driese.

#### 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 2018 Buranda students achieved mean scores above or 'statistically significantly' above both the State and national means in most areas tested in NAPLAN tests.

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

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 (Critical, creative and caring thinking) from

Prep-12. Buranda SS provides strategic and programming input, delivering staff training and providing coaches to the partner schools.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	214	218	247
Girls	114	112	125
Boys	100	106	122
Indigenous	3	3	3
Enrolment continuity (Feb. – Nov.)	93%	94%	93%

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

The diverse student population is drawn from various cultural backgrounds. Of the current student enrolment, the majority are from English Speaking Backgrounds. As part of the inner city precinct, Buranda State School has a growing number of families living within the catchment in high-rise apartments. This trend is predicted to continue.

#### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	21
Year 4 – Year 6	25	24	24
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

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

### Co-curricular Activities

- Instrumental music is conducted as part of the Buranda State School program. Students participate in lessons and band practice here at school. This 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.
- Students participate in the Philosothon through the University of Queensland with other state and non-state school students.
- Nominated students participate in district sporting activities. In 2018, one of our year 4 students competed at the State Track and Field Carnival in Cairns (10 Year boys Discus).
- 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 iPads for student use.

Teachers have undertaken coding professional development, in order to teach basic coding and robotics.

Parents utilise a number of online communication platforms for school purposes- email, sms, direct debit banking and QKR app for P&C payments. In 2018 the school began sending parents student progress reports via email.

## 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

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)	94%	98%	98%
• this is a good school (S2035)	96%	98%	100%
• their child likes being at this school* (S2001)	98%	100%	98%
• their child feels safe at this school* (S2002)	98%	98%	100%
• their child's learning needs are being met at this school* (S2003)	93%	95%	96%
• their child is making good progress at this school* (S2004)	89%	100%	100%
• 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)	89%	95%	100%
• teachers at this school motivate their child to learn* (S2007)	96%	95%	96%
• teachers at this school treat students fairly* (S2008)	94%	98%	98%
• they can talk to their child's teachers about their concerns* (S2009)	93%	95%	100%
• this school works with them to support their child's learning* (S2010)	89%	98%	98%
• this school takes parents' opinions seriously* (S2011)	80%	88%	86%
• student behaviour is well managed at this school* (S2012)	96%	91%	96%
• this school looks for ways to improve* (S2013)	89%	91%	89%
• this school is well maintained* (S2014)	98%	98%	100%

\* 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)	99%	97%	96%
• they like being at their school* (S2036)	93%	94%	91%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	97%	96%	95%
• their teachers motivate them to learn* (S2038)	97%	94%	96%
• their teachers expect them to do their best* (S2039)	99%	99%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	94%
• teachers treat students fairly at their school* (S2041)	91%	84%	87%
• they can talk to their teachers about their concerns* (S2042)	87%	79%	85%
• their school takes students' opinions seriously* (S2043)	85%	82%	84%
• student behaviour is well managed at their school* (S2044)	91%	90%	84%
• their school looks for ways to improve* (S2045)	97%	93%	96%
• their school is well maintained* (S2046)	98%	93%	95%
• their school gives them opportunities to do interesting things* (S2047)	94%	88%	86%

\* 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)	100%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	100%
• they receive useful feedback about their work at their school (S2071)	94%	95%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	100%	94%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	100%	95%	100%
• student behaviour is well managed at their school (S2074)	93%	95%	96%
• staff are well supported at their school (S2075)	94%	95%	100%
• their school takes staff opinions seriously (S2076)	100%	95%	100%
• their school looks for ways to improve (S2077)	100%	95%	100%
• their school is well maintained (S2078)	100%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	95%	100%

\* 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. 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 a supportive Parents and Citizens Association. This groups raises 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 developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Respect, care and diversity are all explored in detail through the philosophy in schools program. Children develop a sense that they are thinking and working democratically through Philosophy in Schools activities, this has significant impact on the development of respectful relationships. Aspects of pastoral care are also targeted through the Philosophy in School program.

### 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	0	0	2
Long suspensions – 11 to 20 days	1	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

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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
- utilising re-usable cutlery, crockery and utensils at school events- tuckshop, school p&c events
- Mobile phone recycling
- Composting and recycling

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	99,392	143,332	111,344
Water (kL)	3,132	4,068	4,331

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.

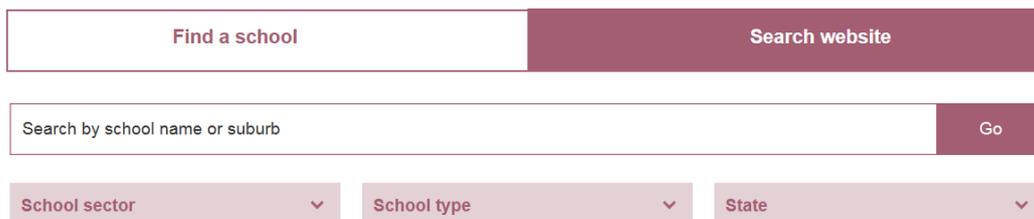
## School funding

### 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.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	21	10	1
Full-time equivalents	15	8	0

\*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	2
Masters	1
Graduate Diploma etc.*	5
Bachelor degree	13
Diploma	
Certificate	

\*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 were \$20 000

The major professional development initiatives are as follows:

- Explicit teaching of writing
- Philosophy in Schools
- Inclusive Education
- Coding

The proportion of the teaching staff involved in professional development activities during 2018 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.	97%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	73%	87%	74%

\* 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).

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

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

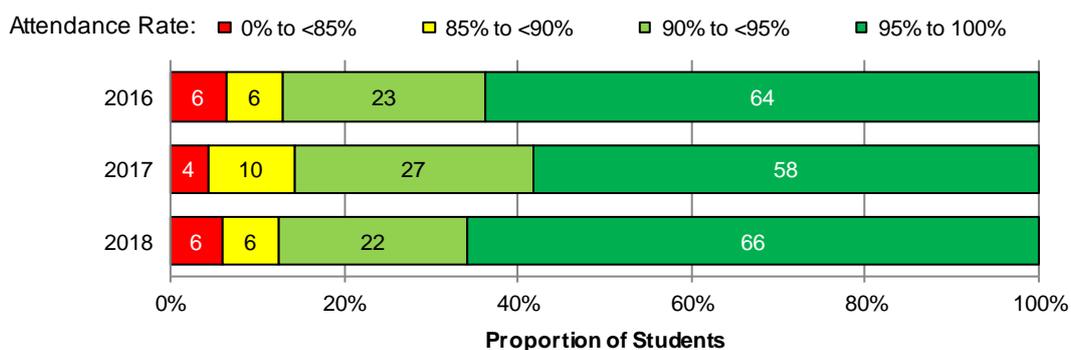
Year level	2016	2017	2018
Prep	94%	94%	95%
Year 1	95%	95%	95%
Year 2	94%	95%	95%
Year 3	95%	95%	95%
Year 4	94%	94%	95%
Year 5	95%	94%	94%
Year 6	95%	94%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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

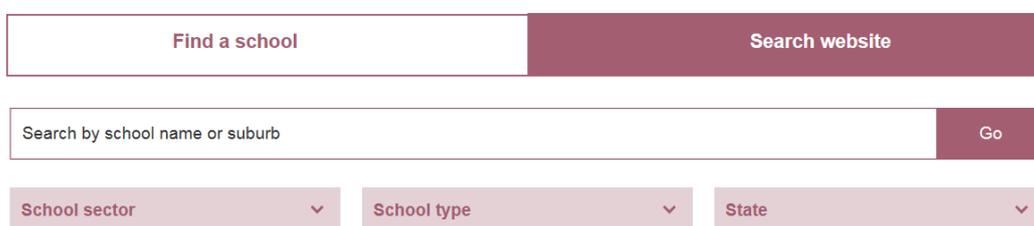
Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

## 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.