



Burdekin School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

## Contact Information

Postal address:	PO Box 908 Ayr 4807
Phone:	(07) 4790 3111
Fax:	N/A
Email:	principal@burdekinspecs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Claire Cheyne

## School Overview

Burdekin School is a special education school catering to students from Years 1 to 12. The school also provides an education setting for early childhood development. Our staff specialise in providing learning environments for students with a range of intellectual and physical disabilities. Burdekin School caters to students with disabilities, from Gumlu, north of Bowen, to Giru, south of Townsville. Our school responds to the special needs of students and specific impairment implications on student learning by the creation of individual education programs. Burdekin School provides learning environments for students with intellectual and physical disabilities that inhibit their ability to engage in learning in other State School facilities. We also support the integration of students into mainstream schooling. Supporting children in the community not yet of school age but requiring developmental support, our school provides an Early Childhood Development program. Burdekin School is committed to scaffolding work skills of students approaching school-leaving ages.

## Principal's Foreword

### Introduction

In 2017, Burdekin School continued to provide quality learning to meet the specific needs of all students. Student learning continued to be extended through the focussed work on reading and communication access for every student. Pathways for learning were defined with alignment to the Australian Curriculum in the P – 10 years; a senior secondary pathways continuing community partnerships and vocational programs; and an early childhood development program using the Early Years Curriculum to provide early intervention services and support for parents and children in the early years of development. Parents and carers continued to be supported through the 'My Time' program run by the school Chaplain. Our P&C worked hard to fundraise to support the efforts of the school to ensure that every student finds success.

### School Progress towards its goals in 2017

**Educational access through reading** – Through the implementation of the whole school balanced literacy approach to the teaching of reading utilising the NQR Four Lesson Sequence, staff developed their understanding of reading instruction to improve educational access for all students. All students recorded progress in their educational access through reading, with 66% of students who were in reading groups achieving increases in their PM Benchmark levels by up to 7 levels.

**Educational access through communication** – The implementation of whole school communication strategies and processes led to improvement for educational access for every student. Through the school purchase of Speech Language Therapy time using Investing for Success funds, staff were enabled to further develop their knowledge of communication intervention to support all students to access their learning more effectively. 100% of students who were in the communication group achieving increases in their Communication Matrix outcomes.

**Educational access for transition** – Preparing students for transition into post-school life through the development of independence skills, community access skills, and work skills. The alignment of the Guide to Individual Learning for senior secondary students with the Australian Curriculum achievement standards supported senior secondary students in our multi-age secondary class to better access their curriculum goals. This enabled our students and staff to collect stronger evidence towards QCIA goals.

## Future Outlook

**Educational access through reading** – Continuing to implement the whole school balanced literacy approach through the NQR Four Lesson Sequence and through shared reading and writing sessions daily. The school's master teacher project will focus on further refining staff capabilities to provide strong instruction of reading and to teach with a literacy focus.

**Educational access through communication** – Continuing to develop and refine staff knowledge of utilising communication modelling as a curriculum access tool and to develop the use of the literacy continuum to inform intervention and instructional decision making for all students. Build staff capacity to design and deliver intensive communication intervention for targeted students.

**Educational access through curriculum** – Commence work on developing year level juncture appropriate C2C Curriculum Units that are adjusted to meet student ICP level needs using Version 8 of the Australian Curriculum. This will enable students to access a wider range of age appropriate learning options and provide further opportunity to extend their knowledge, skills and abilities.

# 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 2017:</b>	Early Childhood - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	18	8	10	4	84%
<b>2016</b>	16	9	7	2	84%
<b>2017</b>	17	10	7	3	81%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

Burdekin School is a co-educational special school catering to students from Early Childhood to Year 12, requiring highly individualised curriculum and support services. The school provides early intervention services for children not yet of school age who require development support. Our staff specialise in providing learning environments for students with a range of intellectual and multiple disabilities. Burdekin School caters to students with disability from a wide geographical area, from Gumlu, north of Bowen, to Giru, south of Townsville, and inland to Millaroo.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			4
Year 4 – Year 6			6
Year 7 – Year 10			6
Year 11 – Year 12			1

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Early Years Curriculum (ECDP)
- Australian Curriculum (P-10)
- VET (10 – 12)
- QCIA (11-12)

### Co-curricular Activities

- Ayr Anzac Day Parade
- Challenge Games
- Burdekin Volunteer Marine Rescue Day

- Under 8's Day
- Burdekin Show arts competition
- Small Schools Athletics and Cultural days

### How Information and Communication Technologies are used to Assist Learning

Burdekin School installed a lab of 8 computers in late 2015 to support student access to ICTs for learning. Students access iPads and interactive screens to support their engagement with their highly individualised curriculum.

## Social Climate

### Overview

Burdekin School is a small school with a focus on Positive Behaviour for Learning. All staff implement a proactive approach to student management. We are safe, we are respectful we are learners are the schoolwide expectations. The schools mission statement is the we 'strive for independence'. All teachers (case managers) work cooperatively with parents to provide a relevant and meaningful education for all students. Student health and wellbeing is well scaffolded and supported with whole school programming through the Chaplaincy program and the school 'We All Matter' social skills program which is based on the Personal and Social General Capability of the Australian Curriculum. Parents and volunteers are a welcome addition to the school community. Assistance in the classroom is provided through reading support, in class assistance, music, resource preparation, and active involvement in committees.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	75%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	91%	92%
they feel that their school is a safe place in which to work (S2070)	100%	91%	92%
they receive useful feedback about their work at their school (S2071)	100%	91%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	80%
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%	91%	92%
staff are well supported at their school (S2075)	100%	91%	85%
their school takes staff opinions seriously (S2076)	100%	91%	85%
their school looks for ways to improve (S2077)	100%	91%	92%
their school is well maintained (S2078)	100%	91%	92%
their school gives them opportunities to do interesting things (S2079)	100%	91%	92%

\* 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 majority of parents have a close relationship with their child's teacher due to the nature of the students' needs. Teachers work collaboratively with parents to deliver consistent support for the students. Parents are kept informed of the planning for their child's learning and support learning goals outside of the school. Parents are welcomed into classroom learning environments and provide support for excursions and access to community services. The school Chaplain coordinates a parent support group under the 'My Time' program. This creates a network for parents to connect with each other and outside support agencies.

### Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. All staff and some parents accessed learning about Human Relationships development and teaching for children and young adults with intellectual disability. Students accessed the Bravehearts personal safety program. The schools' health curriculum programs focus on personal safety and awareness, including identifying and responding to abuse and violence, and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react, and report when they, or others, feel unsafe. Additionally, health provides focused learning about growth and relationships, social skills, and personal awareness.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	5	2	3
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Our school endeavours to increase awareness of the use of resources within the school and identify ways that we can reduce wastage. The senior class established and ran a school paper recycling program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	45,786	2,836
2015-2016	46,736	3,707
2016-2017	47,778	4,395

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

Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	11	0
Full-time Equivalent	4	6	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	3
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$15211.62.

The major professional development initiatives are as follows:

- Health management and wellbeing
- Curriculum and process knowledge and understanding
- Reading instruction
- Communication and literacy intervention
- Disability specific knowledge
- Management of aggression and potential aggression

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

### Staff Attendance and Retention

#### Staff attendance

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

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	88%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	89%	90%

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

The overall student attendance rate in 2017 for all Queensland Special schools was 88%.

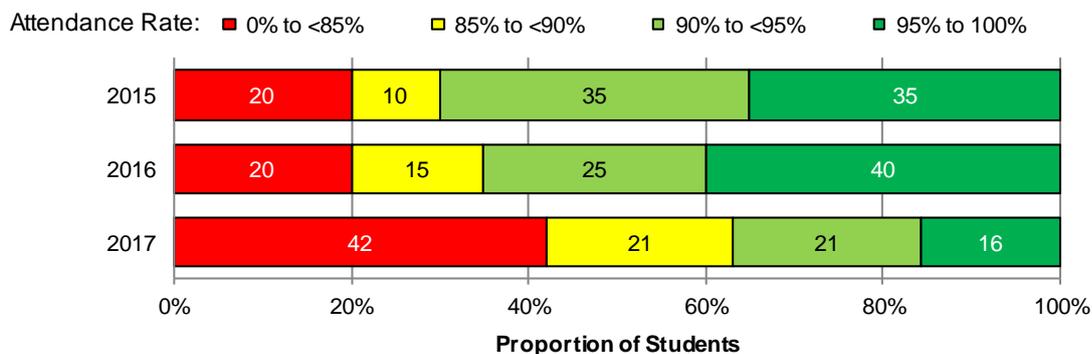
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%		95%	DW	95%	DW	94%	84%		70%	95%	DW	82%
2016	90%	90%		93%	DW	96%	DW	97%	DW		64%	73%	DW
2017		DW	84%		89%	DW	86%	DW	91%	88%		79%	

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

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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. At Burdekin School parents know that they are to contact the school to notify that their child will be absent and provide a reason on the day of the absence (or prior to for known appointments). The school BSM will phone the parents if notification is not given prior to 9:30am, to notify of and confirm the reason for the absence. All unexplained absences will trigger a letter home requesting the parent to sign and provide a reason for the absence if contact cannot be made with the parent to provide a reason. The school will work collaboratively with the family and outside agencies as required to support student attendance every day. Formal procedures for persistent non-attendance include failure to attend letters, formal meetings with the Principal, through to prosecution.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	1		
Number of students awarded a Queensland Certificate of Individual Achievement.	1		
Number of students receiving an Overall Position (OP)	0		
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0		
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1		
Number of students awarded an Australian Qualification Framework Certificate II or above.	0		
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0		
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).	0		
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%		
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	1	0	0
2016			
2017			

As at 14th February 2018. The above values exclude VISA students.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.			0%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			0%

## APPARENT RETENTION RATES\* YEAR 10 TO YEAR 12

Description	2015	2016	2017
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\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.burdekinspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>