



Burdekin School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 908 Ayr 4807
Phone	(07) 4790 3111
Fax	
Email	principal@burdekinspecs.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	Claire Cheyne, Principal

From the Principal

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.

School progress towards its goals in 2018

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.

Future outlook

Wellbeing for learning – Commence the development and implementation of the Student Learning and Wellbeing Framework and the Staff Wellbeing Framework. Build staff capacity to engage in early intervention for student wellbeing and mental health concerns. Enhance staff work / life balance through school decision making and processes. Use Personal and Social General Capability tracking data to monitor the efficacy of We All Matter lessons.

Educational access through communication and literacy – 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. Continuing to implement the whole school balanced literacy approach through the NQR Four Lesson Sequence and through shared reading and writing sessions daily.

Quality instructional practices – Utilise the Quality Teaching and Learning Framework to structure staff professional learning and enhance their instructional practices. Engage with other schools for staff to observe high impact classrooms. Develop precision of practice for high impact instructional practices.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	16	17	13
Girls	9	10	9
Boys	7	7	4
Indigenous	2	3	1
Enrolment continuity (Feb. – Nov.)	84%	81%	87%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
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

- Early Years Curriculum (ECDP)
- Australian Curriculum (P-10)
- 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. The school is exploring digital technologies to enhance learning and engagement.

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

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)	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%	75%	100%
• 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%	83%
• 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%

* 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)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• 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)			

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

welcomes 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 education 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

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	2	3	0
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	46,736	47,778	66,126
Water (kL)	3,707	4,395	1,791

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.

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

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

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	6	10	<5
Full-time equivalents	5	6	<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	2
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	0
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 were \$10,052.79.

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 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%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 58% 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 Special schools was 87%.

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	88%	86%	84%
Attendance rate for Indigenous** students at this school	89%	90%	58%

* 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

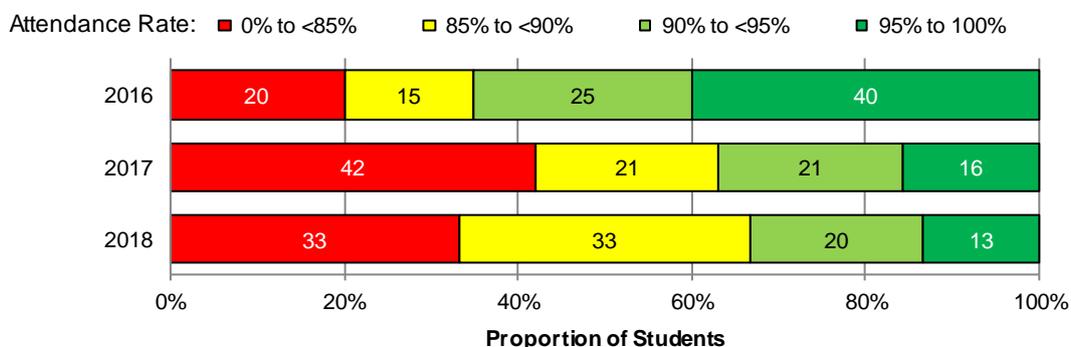
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	90%		DW	Year 7	97%	DW	86%
Year 1	90%	DW		Year 8	DW	91%	
Year 2		84%	DW	Year 9		88%	94%
Year 3	93%		90%	Year 10	64%		83%
Year 4	DW	89%		Year 11	73%	79%	
Year 5	96%	DW	60%	Year 12	DW		
Year 6	DW	86%	DW				

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.

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.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		0%	0%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		0%	

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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