Buderim Mountain State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

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School overview

For over 100 years we have helped children develop the knowledge, skills and attitudes that enable them to lead fulfilling lives, gaining us a prestigious reputation as a centre of excellence on the Sunshine Coast. Our experienced and dedicated teaching staff provide learning opportunities tailored to each child's individual needs in a caring and friendly school environment. As a large primary school with over 1000 students, we offer a vast array of extra-curricular activities and support programs to ensure learning can be individualised to suit each child's interests, progress and needs. Our school grounds stretch over 14 spectacular acres, and our facilities exceed expectations. We are proud to provide students with air-conditioned, Wi-Fi enabled classrooms, multiple playgrounds, a heated 25-metre swimming pool, two tennis courts, a large oval and much more. Located in the heart of Buderim's Main Street, there is a vibrant sense of community engrained within our school, and we work closely with parents and teachers to ensure every child leaves year six able to face their future with confidence.

School progress towards its goals in 2018

Priorities and progress from our strategic plan for the period of 2015-2019 include:

1. Continuing a strong and positive school culture:

- All staff participated in annual professional development to build knowledge of self and team members

- Increased access to sharing of best practice through year level planning meetings and whole staff sessions

- Employed a staff member to focus on increasing student attendance with 2018 attendance finishing at 93.2% (above the Qld average)

- Implemented opportunities at a whole school level to maximize instruction time and reduce interruptions to classroom learning

2. Supporting the full range of students to reach their academic and personal potential:

- Continued implementation of an holistic P-6 Support Services Model with increased teacher aide and support teacher resourcing in classrooms. 100% of staff in the School Opinion Survey responded that they are satisfied students with disabilities are well supported

- Increased analysis of student internal data sets to determine allocation of support resources

- Continued implementation of Positive Behaviour Support with School Opinion Survey responses of 100% of staff feeling that behavior is well managed, 97% of parents feeling their child is safe as well as 94% of parents feeling that behavior is well managed

- Implemented a strategic approach to improving ICT access with wireless installed in all areas of the school and increased Ipad/laptop/computer access for students, with a focus on laptop trolleys. 98% of staff responded in the School Opinion Survey that they have the necessary ICT to do their job well and 98% of staff responded that ICT equipment is well maintained

3. Ensuring a common approach to teaching and learning:

- Continued implementation of a P-6 Balanced Literacy Guide outlining our approach with the teaching of reading, writing and spelling with 95% of parents in the School Opinion Survey responding that they are satisfied their child's English skills are being developed at this school

- Continued participation of all staff in professional development focused on the Literacy Guide components through options including whole staff sessions, coaching, improved resource access and sharing of best practice with 98% of staff in the School Opinion Survey responding that they are satisfied with their access to quality professional development

- Ensuring all teaching staff have completed a Performance Development Plan outlining focus areas for the teaching of literacy and numeracy

- Continued implementation of a whole school Assessment Plan to improve consistency with collection of student data and analysis of data so that student progress is mapped from Prep to Year 6, future teaching focus areas can be informed and whole school support resources can be directed

- Head of Curriculum continued to lead quarterly full day year level planning meetings to ensure all year level teachers have a common understanding of curriculum and assessment focus areas. The recent School Review highlighted this as a powerful process for gaining consistency across year level teams and was highly valued by teachers.

- Continued year level moderation meetings to improve consistency of assessment across year levels

4. Continuing our excellent reputation and image within the school and community:

- Ongoing communication with parents through the website, newsletter and P&C with 92% of parents responding in the School Opinion Survey that the school provides useful information online

- Continued focused interaction with local kindy/childcare providers to improve the transition to school

- Continued to support transition processes with local high schools

- Implemented and directed funding towards improving facilities and the appearance of the school buildings and grounds with 100% of staff and 95% of parents feeling that the school is well maintained

Future outlook

The improvement for 2019 focusses on continuing to expand and deepen the goals identified in the strategic plan for 2015-2019 with a focus on:

1. Continuing a strong and positive school culture
2. Supporting the full range of students to reach their academic and personal potential
3. Ensuring a common approach to teaching and learning
4. Continuing our excellent reputation and image within the school and community

Within these goals, the major focus areas for 2019 include:

- Ensuring our P-6 support services system is highly organized and responsive to student needs

- Continuing to improve a common approach to the teaching of literacy and numeracy across all P-6 classes with a focus on the teaching of reading

- Developing a P-6 Social Emotional Learning program with a focus on wellbeing and building resilience

- Continuing to implement a whole school Assessment Overview to improve consistency with collection of student data and analysis of data so that student progress can be mapped from Prep to Year 6, future teaching focus areas can be informed and whole school support resources can be directed

- Continuing to develop our coaching, observation and feedback model with all teaching staff to build best practice within all classrooms, with a focus on the gradual release model in teaching reading

- Continuing to expand the P-6 STEM (coding and robotics focus) and Aspire (Extension) programs

- Implementing and directing funding towards improving facilities and the appearance of the school buildings and grounds

A Full School Review involving four external reviewers has been held in March, 2019. This review is focused on the nine domains from the National School Improvement Tool. The reviewers interviewed all staff (approximately 110) as well as approximately 150 parents and students. The results of the review were very positive, particularly in relation to culture, change management and implementation of whole school teaching and learning structures. The review has provided feedback on strengths and areas for continued focus and will lay the platform for the Buderim Mountain State School Strategic Plan 2020-2023.

The remainder of the School Annual Report provides information on our progress through NAPLAN and school opinion surveys.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	974	1044	1062
Girls	497	521	531
Boys	477	523	531
Indigenous	31	36	28
Enrolment continuity (Feb. – Nov.)	96%	97%	95%

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

Student enrolment for the year 2018 began with 1049 students in 43 classes, which has increased to approximately 1090 students during the school year. The distribution of genders is similar. In 2018, we had 25 classes in Early Phase [Prep /1/2/3] and 18 classes in Middle phase [years 4/5/6]. The ICSEA rating for our school is 1078 which places the school in the upper end of the socio –economic scale. There were approximately 30 indigenous students enrolled in 2018. 30 students verified with a disability accessed support from the Special Education Program [SEP].

The school is closely aligned to the local community and some 30 community groups regularly interact and engage with the school and students. This includes a diverse range of involvement such as the Lions Club volunteers supervising the Walk to School program, local community members offering a mentoring program, the Buderim War Memorial Community Association conducting the ANZAC Day ceremony in our school grounds, the Buderim Foundation supporting school events and the Sunshine Coast University's Education Faculty using our school for undergraduate and post graduate practicums.

In 2018, the student welfare support was enhanced by continuing the Chaplaincy program at a four day per week role. This was enabled by strong community support and funding. Continued additions to the Chaplaincy program includes Community Kitchen and enhanced in-class programs.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	22
Year 4 – Year 6	26	26	25
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

All students access the Australian Curriculum in Mathematics, English, Science, Humanities and Social Sciences (History, Geography, Economics & Business Studies, Civics & Citizenship), Technologies (Design & Digital), The Arts (Music, Dance & Drama), Health & Physical Education and Japanese (Year 5 and 6).

The School offers a range of Extensions and Enrichments including:
- Involvement in local, state and national literacy and numeracy competitions and enrichment challenges
- Junior and Senior Choirs (Performing Troupes) and a Dance Team
- Senior and Junior Parades to focus on student achievements
- A P-6 STEM program accessed by all students and focussed on robotics and coding
- Aspire program focussed on extending P-6 students as well as participation in Optiminds

- Excursions and incursions to extend the learning environment for all year levels
- Instrumental Music Program which includes a strings ensemble, senior string orchestra, concert band and wind ensemble
- School Sports and Athletics programs including swimming, interschool sport, cross country, interhouse athletics, swimming carnivals, recreational sports and representative sporting pathways

Co-curricular activities

In 2018, extracurricular engagement with the community in Buderim included:

- School personal development camp for Year 6 students

- Parades for each year level on a weekly basis to celebrate social, cultural and academic successes by students

- Life Education Program

- Recycling Program (War on Waste)

- Kitchen Garden initiative (P&C led)

- Book Week Festival /Eisteddfod/Voices on the Coast /Music festivals

- School Discos and Lunchtime activities

A significant part of the extracurricular activities of the school include community-based cultural events which used the school facilities or personnel including;

- Australia Day celebration
- Anzac Day ceremony
- Remembrance Day observances
- Buderim Street Party

The school Performance Troupes [Senior and Junior] and the Music ensembles, regularly engage with school and community events to share the performance arts programs of the school.

The following link on our website provides more detailed information on the full range of extracurricular activities at our school: https://buderimmountainss.eq.edu.au/Extracurricular/Pages/Extracurricular.aspx

How information and communication technologies are used to assist learning

Student learning is enhanced by the use of ICT's across the curriculum areas. Students have access to laptop trolleys, pods of computers in classrooms and computer labs which are utilized throughout the school day. In addition, we have numerous Ipads accessible for all year levels. ICT usage is directed by the units of work being studied. This includes the generation of student products of work, as sources of communication and display, as sources of information, as assessment and presentations of student learning and for generative communication. The use of coding and robotics programs has expanded to all P-6 classes in 2018.

Social climate

Overview

The school promotes a climate of respect and focused learning. The school is the oldest facility in the community [approximately 140 years old] and is now educating seventh generation children from the same family. Our history and traditions are a significant point of difference and Indigenous histories are acknowledged in such ways as the name of the school, school house names, Indigenous icons on sports shirts and significant art pieces throughout the school.

Student population is increasing and the wearing of the school uniform is a highly regarded community standard, as is the community support for the school expectations of Learning, Respect and Safety. Staff who teach at this school tend to stay for extended periods of time.

An active OSHC and Vacation Care program is run from the school.

The school has the services of a full time chaplain who has developed a distinct role for the chaplaincy as part of a suite of support services the school provides for students.

The attached School Opinion Survey data provides evidence of the highly positive school culture that exists at Buderim Mountain State School. Student behaviour is of a high standard, combined with parental support and confidence in the school, also of a high standard. This is also evidenced by increased enrolments and consistent feedback upon enrolment, from families moving to the catchment, to have their children educated at Buderim Mountain State School. The School Opinion Survey data reflects staff satisfaction with morale at 100%, which is an excellent achievement for a large school with approximately 110 staff.

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)	98%	94%	94%
• this is a good school (S2035)	97%	97%	95%
• their child likes being at this school* (S2001)	94%	98%	95%
• their child feels safe at this school* (S2002)	97%	97%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	93%	92%	92%
• their child is making good progress at this school* (S2004)	96%	94%	93%
• teachers at this school expect their child to do his or her best* (S2005)	99%	95%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	96%
• teachers at this school motivate their child to learn* (S2007)	93%	91%	93%
• teachers at this school treat students fairly* (S2008)	92%	89%	93%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	96%
• this school works with them to support their child's learning* (S2010)	94%	92%	92%
• this school takes parents' opinions seriously* (S2011)	92%	89%	96%
• student behaviour is well managed at this school* (S2012)	91%	94%	94%
• this school looks for ways to improve* (S2013)	95%	95%	96%
• this school is well maintained* (S2014)	93%	91%	95%

* 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)	97%	97%	96%
• they like being at their school* (S2036)	96%	93%	95%
• they feel safe at their school* (S2037)	97%	97%	97%
• their teachers motivate them to learn* (S2038)	96%	92%	96%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	92%	95%
• teachers treat students fairly at their school* (S2041)	91%	90%	88%
• they can talk to their teachers about their concerns* (S2042)	91%	82%	80%
• their school takes students' opinions seriously* (S2043)	92%	92%	91%
• student behaviour is well managed at their school* (S2044)	90%	87%	86%
• their school looks for ways to improve* (S2045)	97%	96%	98%
• their school is well maintained* (S2046)	97%	93%	95%
• their school gives them opportunities to do interesting things* (S2047)	96%	92%	90%

* 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%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	89%	98%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	100%	98%
• 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%	98%	100%
• staff are well supported at their school (S2075)	92%	96%	100%
• their school takes staff opinions seriously (S2076)	93%	96%	100%
• their school looks for ways to improve (S2077)	98%	98%	100%
• their school is well maintained (S2078)	95%	98%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	98%	98%

* 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

Parents are encouraged to become involved in their child's education in a variety of ways. These strategies include:

- Meet the teacher information session in week 3 as well as interviews mid semester and end of semester of the school year.
- Yearly Overviews are provided to all parents at the beginning of the school year.
- Parades for all classes once a week to celebrate student successes in Academic, Social and Cultural areas. These events are well attended by parents.
- Communication that utilises an electronic newsletter to give extensive items and photographs about school events. This is extended in many cases to class newsletters.
- Reporting Plan for the year that indicates times for written reports, parent interviews and information sessions to provide focused information about a child's learning.
- Principal's report at P&C meetings and in the electronic newsletter has a strong academic focus to keep parents informed of the academic endeavours of the school.
- Parents are personally invited at enrolment to keep close contact with the class teacher to stay engaged with their child's learning.
- Significantly in 2018 the school continued Recommended Learning Goals on report cards. Written in 'plain English ', these goals indicate to parents the next learning step for their child in the Australian Curriculum areas of English and Maths.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Students at Buderim Mountain State School are taught about personal safety and awareness as well as conflict resolution through:
- Units of health as part of the Australian Curriculum
- Lessons, parades and classroom discussion in relation to Positive Behaviour Learning
- Proactive programs run by the Chaplain and Guidance Officer in classrooms and on parades
- Life Education program
- Year 6 True Relationships program run by external presenters

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships and is currently developing a P-6 Social Emotional Learning program focused on wellbeing and resilience.

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	18	23	20
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

Buderim Mountain State School has started two significant programs in 2018 to reduce the school's environmental footprint. Firstly, the War on Waste program aims to reduce the amount of waste going to landfill. A classroom recycling program has been established and with the assistance of the Sunshine Coast Regional Council, we will expand to reduce waste in eating areas. The P&C-led Kitchen Garden is also contributing through an extensive composting system.

Secondly, we are increasing our Switch Off culture and turning off lights, fans and air conditioners when classes are not being used. This is particularly important with air conditioning being installed in all rooms in 2017/2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	274,927	261,178	291,944
Water (kL)	4,142	3,662	5,369

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* 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	77	34	<5
Full-time equivalents	65	23	<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	
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	70
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 was approximately $120 000.

The major professional development initiatives are as follows:

• Quarterly full day year level planning meetings led by Head of Curriculum and Master Teacher

• In class mentoring, co-teaching and modelling of teaching components of literacy and numeracy

- Whole staff professional development on teaching numeracy and literacy blocks
- Training on self and team awareness

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entirety of 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	94%	93%	93%
Attendance rate for Indigenous** students at this school	91%	87%	86%

* 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	94%	92%	94%	Year 7			
Year 1	94%	94%	92%	Year 8			
Year 2	94%	93%	93%	Year 9			
Year 3	93%	94%	93%	Year 10			
Year 4	93%	93%	94%	Year 11			
Year 5	94%	93%	94%	Year 12			
Year 6	94%	93%	93%				

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	8	12	30	51
2017	11	12	29	48
2018	10	12	26	52

Proportion of Students
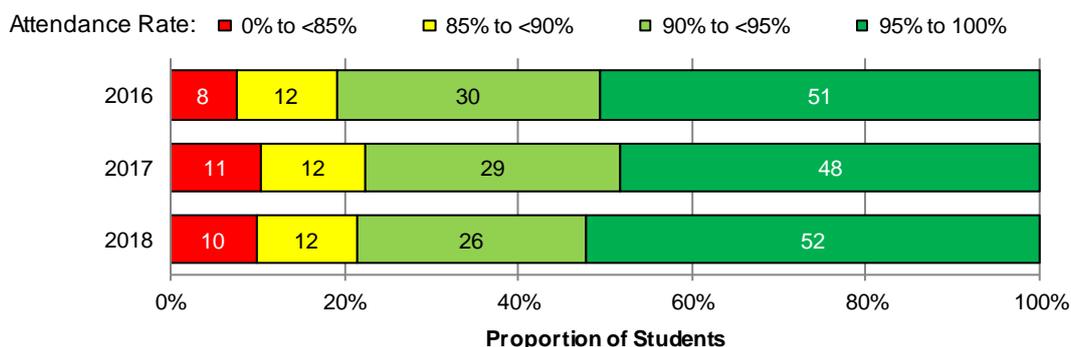
Description of how this school manages non-attendance

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.

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.

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.

At Buderim Mountain State School, a text managing service is utilized to follow up any unexplained absences on a daily basis. In addition, a staff member is employed to follow up on all unexplained absences. Reports are downloaded on a weekly basis to also identify students with below 85% attendance and Deputy Principals liaise with parents to improve attendance.

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.

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 'NAPLAN' to access the school NAPLAN information.

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

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.