



Buderim Mountain State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

| | |
|-----------------|---|
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School Overview

Buderim Mountain State School is an Independent Public School where children experience learning opportunities in a caring, friendly, success orientated teaching environment. We care for each child and expect high standards. Our school is steeped in tradition and since 1875 we have been helping children develop the knowledge, skills and attitudes that will enable them to lead worthwhile lives and be active, responsible citizens.

Our dedicated, experienced teaching staff ensure that students have many opportunities to succeed in academic, sporting and cultural activities. Our strategic plan ensures that we are well placed to meet the challenges presented by a rapidly changing world. There is a vibrant sense of community in the school with parents and teachers working closely together to ensure all children leave Year 6 being able to "face the future with confidence".

Principal's Foreword

Introduction

School Progress towards its goals in 2017

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

1. Continuing a strong and positive school culture:
 - All staff participating in annual professional development to build knowledge of self and team members
 - Increasing access to sharing of best practice through year level planning meetings and whole staff sessions
 - Employing a staff member to focus on increasing student attendance
 - Identifying 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:

- Implementation of an holistic P-6 Support Services Model with increased teacher aide and support teacher resourcing in classrooms
 - Increased analysis of student internal data sets to determine allocation of support resources
 - Continue the implementation of Positive Behaviour Support
 - Develop a strategic approach to improving ICT access with a focus on wireless and Ipad/laptop/computer access for students
3. Ensuring a common approach to teaching and learning:
- Develop a P-6 Balanced Literacy Guide outlining our approach with the teaching of reading, writing and spelling
 - Expose all staff to professional development in the Literacy Guide components through options including whole staff sessions, coaching, improved resource access and sharing of best practice
 - Ensuring all teaching staff have completed a Performance Development Plan outlining focus areas for the teaching of literacy and numeracy
 - Develop a whole school Assessment Plan 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
 - Employ a Head of Curriculum 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
 - Continue year level moderation meetings to improve consistency of assessment across year levels
4. Continuing our excellent reputation and image within the school and community:
- Improve communication with parents through the website, newsletter and P&C
 - Begin more focused interaction with local kindy/childcare providers to improve the transition to school
 - Continue to support transition processes with local high schools
 - Implement and direct funding towards improving facilities and the appearance of the school buildings and grounds

Future Outlook

The improvement for 2018 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 2018 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
- 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
- Developing our coaching, observation and feedback model with all teaching staff to build best practice within all classrooms

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

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 2017: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 988 | 486 | 502 | 30 | 95% |
| 2016 | 974 | 497 | 477 | 31 | 96% |
| 2017 | 1044 | 521 | 523 | 36 | 97% |

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

Student enrolment for the year 2017 began with 1044 students in 42 classes, which has increased to approximately 1060 students during the school year. The distribution of genders is similar. In 2017, we had 24 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 40 indigenous students enrolled in 2017. 28 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 school and the 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 2017, 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. New additions to the Chaplaincy program includes Community Kitchen and enhanced in-class programs.

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 | 23 | 24 | 23 |
| Year 4 – Year 6 | 25 | 26 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

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
- Optiminds, Performance Choirs, School Band, School Orchestra Performance Troupe
- Senior and Junior Parade performances to reflect the school's programs
- A dedicated Science Laboratory to enhance the STEM program of the school
- Excursions to extend the learning environment for all year levels
- Instrumental Music Program that is complemented by a school Rock Band
- School Sports and Athletics programs including Swimming, Interschool Sport, Triathlon, Cross Country, Interhouse Athletics, Swimming carnivals and Recreational Sports

Co-curricular Activities

In 2017, 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
- Kitchen Garden initiative
- Book Week Festival /Eisteddfod/Voices on the Coast /Music festivals
- School Discos and Lunch hour programs

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.

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 pods of computers in classrooms and 4 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 of the Curriculum. 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 have been introduced in 2017.

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 name, 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.

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) | 96% | 98% | 94% |
| this is a good school (S2035) | 95% | 97% | 97% |
| their child likes being at this school* (S2001) | 97% | 94% | 98% |
| their child feels safe at this school* (S2002) | 98% | 97% | 97% |
| their child's learning needs are being met at this school* (S2003) | 93% | 93% | 92% |
| their child is making good progress at this school* (S2004) | 93% | 96% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 95% | 99% | 95% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 89% | 92% |
| teachers at this school motivate their child to learn* (S2007) | 92% | 93% | 91% |
| teachers at this school treat students fairly* (S2008) | 93% | 92% | 89% |
| they can talk to their child's teachers about their concerns* (S2009) | 95% | 97% | 97% |
| this school works with them to support their child's learning* (S2010) | 87% | 94% | 92% |
| this school takes parents' opinions seriously* (S2011) | 93% | 92% | 89% |
| student behaviour is well managed at this school* (S2012) | 88% | 91% | 94% |
| this school looks for ways to improve* (S2013) | 92% | 95% | 95% |
| this school is well maintained* (S2014) | 78% | 93% | 91% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 98% | 97% | 97% |
| they like being at their school* (S2036) | 94% | 96% | 93% |
| they feel safe at their school* (S2037) | 96% | 97% | 97% |
| their teachers motivate them to learn* (S2038) | 99% | 96% | 92% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 97% | 96% | 92% |
| teachers treat students fairly at their school* (S2041) | 95% | 91% | 90% |
| they can talk to their teachers about their concerns* (S2042) | 91% | 91% | 92% |
| their school takes students' opinions seriously* (S2043) | 93% | 92% | 92% |
| student behaviour is well managed at their school* (S2044) | 84% | 90% | 87% |
| their school looks for ways to improve* (S2045) | 94% | 97% | 96% |
| their school is well maintained* (S2046) | 95% | 97% | 93% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 96% | 92% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 98% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 89% | 89% | 98% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 98% | 98% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 98% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 97% | 100% | 98% |
| staff are well supported at their school (S2075) | 95% | 92% | 96% |
| their school takes staff opinions seriously (S2076) | 95% | 93% | 96% |
| their school looks for ways to improve (S2077) | 97% | 98% | 98% |
| their school is well maintained (S2078) | 73% | 95% | 98% |
| their school gives them opportunities to do interesting things (S2079) | 91% | 97% | 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 interviews in week 3, 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 2017 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 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

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships.

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 | 10 | 18 | 23 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. In 2016, the data shows that there was a reduction in Water use and increase in electricity use.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 247,889 | 5,260 |
| 2015-2016 | 274,927 | 4,142 |
| 2016-2017 | 261,178 | 3,662 |

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 | 74 | 31 | <5 |
| Full-time Equivalents | 62 | 21 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | 4 |
| Graduate Diploma etc.** | 5 |
| Bachelor degree | 65 |
| Diploma | |
| Certificate | |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were 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 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. | 96% | 96% | 95% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student academic outcomes in NAPLAN were outstanding in 2017 with 100% of results above the National average in mean scale score, National Minimum Standard and Upper 2 Bands. In addition, Buderim Mountain State School was the 2nd highest performing public school in the North Coast Region.

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). | 94% | 94% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 87% | 91% | 87% |

*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 Primary schools was 93%.

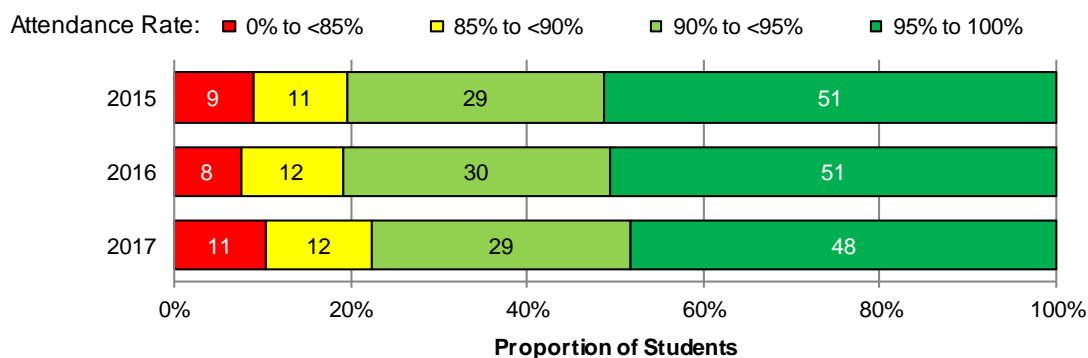
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 93% | 94% | 93% | 93% | 95% | 93% | 94% | | | | | | |
| 2016 | 94% | 94% | 94% | 93% | 93% | 94% | 94% | | | | | | |
| 2017 | 92% | 94% | 93% | 94% | 93% | 93% | 93% | | | | | | |

*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.

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 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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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