Burnside State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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Introduction

Welcome to our School Annual Report for the 2018 academic year. The School Annual Report provides parents, students and members of the school community information about our achievements over the past year and describes our performance in a range of priority areas and the outcomes we have achieved.

The School Annual Report also describes features of our school and provides information on progress towards our planned goals and our aspirations for the future.

Burnside State High School's purpose is to "achieve the best possible educational outcomes for all our students".

Students, parents and staff in 2016 were involved in the school's Quadrennial School Review process. This is the strategic plan for the school's future for the next four years. Burnside State High School is driven to continue improving on what we are already achieving. The school community is very proud of Burnside State High School's achievements in 2018 and community confidence is very strong in Burnside State High School being the school of choice.

I am pleased to present this report to the Burnside State High School community. I look forward to the exciting year ahead as we all continue to be Caring, Considerate and Co-operative every day. Smaller, Smarter, Safer: that's Burnside State High School.

School overview

Burnside State High Schools' motto is "Smaller,Smarter,Safer". Burnside State High School is a school with high expectations around achievement and student behaviour. Everything we do at Burnside is based around our core values of Care, Consideration and Co-operation. Burnside State High School currently has 822 students in Years 7 to 12. Burnside State High School offers a quality education in a caring, safe, small-school setting. Our small enrolment is advantageous for the following reasons: lower class numbers; wide selection of subjects; more personal attention; greater access to support services; greater access to education services, such as computers, sporting facilities and library resources and a more thorough knowledge and understanding of each student's needs. Year 7 students study English, Mathematics, Science, Humanities, Health and Physical Education all year, with a term each of Home Economics, Technology and Design, Art, Business, Music, Drama and LOTE (Japanese and Indonesian). Year 8 and Year 9 students study English, Mathematics, Science and Social Sciences and Physical education. They choose four elective subjects. Year 10 students complete their foundation for senior school studies studying foundation for senior English, Mathematics, Science and three optional subjects. In senior an extensive range of subjects is offered with a four day timetable which supports students undertaking a school-based traineeship. Burnside State High School also offers the Horizons Excellence Program for students in Year 7 to 9, along with being a school of excellence in Volleyball and an Independent Public School. Burnside State High School is an accredited Regional International School and Mature Age School. Burnside State High School also offers the award winning STEMM (Supporting Teenagers with Education, Mothering and Mentoring) program which supports pregnant or parenting teenagers re-engage in education. Recently the school has introduced a new subject in Year 10 called Drones and Modern Flight.

School progress towards its goals in 2018

Burnside State High School had a very productive and successful year in 2018 with significant progress achieved in implementing the key strategic objectives detailed in the school's 2018 Annual Implementation Plan.

A snap shot of key strategic goals achieved in 2018 include:
• Literacy and Numeracy blocks using SRA program continue to support our improvement in NAPLAN.
• The Implementation of the Australian Curriculum, Assessment and Reporting Framework with comprehensive school based planning developed and implemented for all year levels.
• Planning and implementation of the new Senior Curriculum.
• Improved outcomes for Indigenous students.
• International Schools Program has seen enrolment numbers as a regional school increase and the addition of a sister school in India.
• Year 7 transition program continues to support the move to high school for this cohort of students.

Our success at the school begins in the belief that every student can achieve and the need to provide suitable pathways for all students.

Future outlook

Burnside State High School will continue to focus on the performance of our students in the eight Key Learning areas with a specific focus on English, Mathematics, Science and History as we continue to implement the National Curriculum. We are focused on the introduction of the new Senior Curriculum in 2019 and external examinations. We will continue to strive for improved continuity in planning and curriculum delivery across all subject offerings and we will endeavour to increase the percentage of students who perform above the minimum standards in NAPLAN test results and maximise the percentage of students who are performing in the upper two bands of each domain.

To further enhance the teaching expertise a major focus for 2019 will be the continued development of the Burnside pedagogical toolbox with a focus on learning goals and differentiation. There will be a sharp focus on the use of learning goals and KUDs in all classrooms and the introduction of cognitive verbs in all classrooms and the introduction of cognitive verbs in all classrooms. Teacher performance development process will be extended to include teacher feedback to ensure teachers learn from each other and share best practice. The

process has been updated to align to the Australian standards for teachers. In 2018 the school introduced a new subject called Aviation and Modern Flight which will support the changing face of the job market and areas of demand in the future and in 2019 a Certificate III in Aviation has been introduced.

In the Senior phase of learning we will continue to strive to improve pathways for our students through investigation of further Certificate II and III courses that can be offered in 2019.

Team focus areas for development in 2019 will include:
• Differentiation
• ICT
• International schools program
• Staff and Student Well-Being and Workplace Health and Safety (including White Ribbon)
• School Wide Positive Behaviour Support
• SATEs
• VET

We will continue to ensure that Burnside State High School remains a great place to learn by ensuring adherence to our Responsible Behaviour Plan with School Wide Positive Behaviour Support philosophy.

The development of our Junior Secondary model has ensured the smooth transition of Year 7 students into high school. The future for Burnside State High School is very positive and exciting with so many new initiatives occurring.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	816	796	798
Girls	399	403	397
Boys	417	393	401
Indigenous	53	57	65
Enrolment continuity (Feb. – Nov.)	89%	90%	88%

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

Burnside State High School was opened in 1979 and is situated in the foothills of the hinterland. Burnside State High School is gaining a reputation for being a smaller high school option which focuses on relationships. The school has neighbouring education centres such as Sunshine Coast Institute of TAFE, Burnside State School and Nambour Special School. It is three kilometres from the Railway Station and Nambour Town Centre. Burnside State High School has a focus on a traditional curriculum as well as providing supportive, flexible curriculum programs for those students with special needs.

Eight per cent of the population identifies as being Aboriginal or Torres Strait Islander. Aboriginal and Torres Strait Islander students are well supported with an indigenous support officer. The Diverse Learning Hub (DLH) caters for students with disabilities and for those requiring learning support. Twenty one students in the Year 11 enrolments are STEMM (Supporting Teenagers with Education, Mothering and Mentoring) students.

The Burnside feeder area has traditionally been the local area of Burnside along with the surrounding rural areas of Palmwoods, Woombye, Chevallum, Eudlo and Mapleton. We are however seeing evidence of students enrolling from outside our catchment. Students from these areas come from a range of socio-economic backgrounds ranging from lower income bands to middle income bands. A small but active Parents and Citizens Association supports the school. Parents are also involved in a variety of activities from canteen helpers, library assistants and the many volunteers who support the STEMM program.

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	21	21	21
Year 11 – Year 12	17	15	14

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

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include the Queensland Studies Authority core curriculum in the Key Learning Areas from Years 7-9. These include: English, Mathematics, Science, Health and Physical Education, Humanities, The Arts, Technology and Languages. Also offered in Senior School Years 10-12 are Queensland Study Authority and Authority Registered subjects, which support academic and vocational pathways. Burnside State High School has extensive vocational offerings and the four day timetable supports those students who wish to undertake a school based traineeship.

Valuable partnerships with the community have been forged through the Work Placement Program that includes work experience and field placement.

The school has distinctive curriculum offerings in the following areas:
• Diverse Learning Hub; and
• Specialised programs for students with disabilities and accredited AUSLAN school
• STEMM (Supporting Teenagers with Education, Mothering and Mentoring) program
• SWAG: Students with a Goal for students at risk of dis-engaging from education
• Volleyball Excellence Program
• Horizons Excellence Program
• A Beacon school which engages Year 10 students in future careers guidance
• International Schools Program

The Junior Secondary (Year 7-9)
• A unique junior secondary curriculum designed to prepare students for the senior phase of learning
• Experienced junior secondary teachers equipped with the skills to encourage and engage adolescents with learning and achieving
• Intervention and support programs
• Horizons Excellence Program
• Volleyball Excellence Program

The Senior School (Year 10-12) offers:
• Foundation studies for Year 10
• TAFE and Private providers' partnerships to deliver Certificate courses
• Head start program in partnership with University of Sunshine Coast

Horizons Excellence Program

The Horizons Excellence Program creates the opportunity for students to be a member of a digital classroom environment. The Horizons Excellence Program will immerse students intensively in digital learning. Students will learn traditional subjects whilst developing important skills such as problem solving, lateral thinking, creativity, ethics, flexibility and independent learning.

Students will be supplied with:
• A state of the art lap top computer
• Protective case
• Industry standard software

Students will be part of a digital learning environment for their core subjects (Mathematics/Science, English/Humanities) whilst studying the same content areas as other Year 7, 8 and 9 students. The curriculum content will be the same for all Year 7, 8 and 9 students but the methods of teaching and learning will differ for those in the Horizons Excellence Program. Participants will have access to state of the art laptops to use as learning tools in the classroom.

Diverse Learning Hub (DLH)

The Diverse Learning Hub has a Head of Special Education Services (HOSES), Special Education Teachers who are case managers for their cohort of students, who are supported by teacher aides. Students with a disability who have a range of disabilities including Autism Spectrum Disorder, Intellectual Disability, Speech Language Impairment, Physical or Hearing Impairment. We have over 60 students who have Autism Spectrum Disorder which is quite unique to our school.

Our clientele is varied, ranging from high functioning and academic students who have Autism Spectrum Disorder to students with other disabilities who may require their focus to be more on the development of life skills. All our senior students obtain a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement. Where relevant senior students also are linked with agencies such as EPIC to assist with transition to work. This has been very successful with many students gaining successful employment.

The students with a disability at Burnside State High School are well supported by all staff and all achieve the highest level of success they are able to attain. It is very rewarding for all staff, parents and the community to witness the outstanding growth and development each student sustains during their time in our program. In 2018 numerous students with a disability won major awards at the Annual Awards Presentation. We expect this trend to grow. This is a great example of inclusion and how students with a disability are an integral part of the community at Burnside State High School.

Learning Support

Our Learning Support department operates within the whole school philosophy of Inclusion. Burnside State High School is a fully inclusive school where students access the curriculum alongside their peers with appropriate supports, wherever and whenever possible.

Students who need curriculum support in order to achieve success at school are supported in a variety of ways depending on their needs to ensure maximum access to the curriculum.

Who accesses Learning Support?
Students who have a disability/learning difficulty that is not funded by the Education department for SEP (Special Education Plan) inclusion. For example, students with: dyslexia, dysgraphia, auditory processing problems, short term memory problems, non-specific learning difficulties, temporary physical disabilities (e.g. a broken arm). Also included are those students who are not yet diagnosed with a disability that would include them in the SEP.

It is important to note that not all students who access Learning Support are experiencing learning difficulties. Under a philosophy of inclusion it is important to support all students who request help. Students who feel they need help with study skills or organisational skills in order to achieve a higher grade (such as going from a "B" to an "A") will utilise our services during their own time (recesses or before/after school)

Learning Support is also available to those students where English is a second language (ESL). This includes temporary students from our 'international' cohort and those ESL students who are permanently enrolled.

When do students access Learning Support?
Students with high learning needs are able to drop an elective so that they can take Learning Support as a subject. This gives them three lessons per week where the students are able to work on curriculum work with which they are having difficulty – homework, classwork, and assignments. Whilst getting help with their tasks, Learning Support staff build the skills that are lacking with an aim of creating independence for the student.

Students who do not wish to drop an elective can get the same help from Learning Support staff before/after school or during recesses.

Students are also occasionally allowed to come to Learning Support for specific help with a difficult class task during class time. (This is negotiated with Learning Support staff by the class teacher and will only happen if the student is agreeable)

Differentiation is a tool for inclusion.
As full inclusion for students can only happen when teachers differentiate for learning, it is the role of the Learning Support teacher to support classroom teachers in developing pedagogical strategies that cater for the diverse needs of their students. Learning Support staff assist class teachers with differentiating class tasks and assessment.

To assist staff with sourcing appropriate learning tasks for students who are not able to complete peer level work, Learning Support staff are building an online bank of resources for quick access by teachers.

Students are able to access the Learning Support room for assessment and have tests read or scribed according to need. Students come to Learning support for help with class work. They are offered and trained in assistive technology to help them achieve academic success.

ILP and ICP

ILP: Students identified with learning difficulties are supported through implementation of an Individual Learning Plan (ILP). The ILP gives the class teacher information about their particular student and differentiation strategies that will help the student access the curriculum.

Data gathering for the ILP includes previous school/s academic history available from One School and, in the case of Year 7s, information gathered from their primary school teacher, anecdotal class teacher information, and discussion with the parent/carer.

ICP: An Individual Curriculum Plan (ICP) is implemented for those students who cannot access the curriculum of their peers and so will only be successful doing a curriculum of a lower grade. An ICP is also designed for a student who finds the curriculum far too easy and needs to be accelerated to a higher year level.

An ICP must firstly be agreed to by the parent/carer and is then created with the class teacher. Before an ICP is created it is essential enough data has been gathered by the class teacher to determine a correct year level curriculum. In some cases students may be assessed by the school Guidance Officer using a Psychometric test such as a WISC as a data gathering tool. Other data gathering tools such as the PROBE, PAT MATH and the NEALE are used by the Learning Support teacher to determine the student's cognitive level.

Literacy in the junior school

As we live in a print literacy culture our schools base most of a student's learning time on print literacy tasks. Our school, therefore, places a strong emphasis on building basic skills in this area. The aim of the program is not only to ensure 95% of students who participate in this two-year program are literate at a high school level but also to extend those students who already read and write well. We dedicate 105 minutes per week to literacy classes across all Year 7 and Year 8 classes. Learning Support staff are responsible for the running of these classes.

Learning Support staff pre-test students and place them into like ability groups designed to accelerate their literacy learning. At the end of the two year program, students are post-tested again by Learning Support staff to track any improvement across the cohort. Learning Support is responsible for allocation of available teachers to this program and for its smooth running from year to year, maintaining texts and ordering work books and tracking teacher progress through the program

STEMM - Supporting Teenagers with Education, Mothering and Mentoring Program

Our program supports pregnant girls and young mothers in a safe, non-judgmental environment with individual support plans developed by trained case managers. The program has a major focus on re-engaging the girls with education but they are also given the opportunity to develop life-skills, parenting, self-worth, healthy relationships and pre and post birth plans.

STEMM is the first of its type in Queensland. Instead of attending mainstream classes the STEMM curriculum is delivered in partnership with Sunshine Coast University, TAFE and Queensland Health.

The program currently has 21 girls enrolled. It runs four days per week, with each girl attending at least three days. It is located in one building in which there are two teaching classrooms with computer access and two rooms which operate as adjunct care facilities for the children of the women enrolled. The program was implemented in July 2008 and has had a number of graduating students who now attend the Sunshine Coast University and TAFE.

The program was also recognised in 2009 with a National Excellence in Teaching Award: Community Partnerships. STEMM has also for the 3rd year won the Regional Showcase award for Community or Industry partnerships. STEMM also was awarded a Schools Impact award in 2010 for community partnerships and received $50 000. STEMM was also the feature story on 60 Minutes and was State award winner in 2012 Showcase Awards for Excellence in Innovation. See www.stemm.com.

Pursuit of Excellence Studies: Volleyball

The creation of the Pursuit of Excellence Studies: Volleyball course in 2003 has brought volleyball into the main stream curriculum rather than have it solely as an extra curricula element in the school (which it has been since 1991). This has given students the opportunity to pursue Sporting Excellence within a school environment.

Students in the Volleyball Program complete the full range of subjects offered at Burnside State High School. Through involvement in the Pursuit of Excellence Studies: Volleyball program students will develop a strong set of values and virtues such as: self-belief, discipline, leadership, responsibility, confidence, commitment, loyalty, integrity, courage and the ability to work as a team member towards common goals. High expectation in each of these areas is the foundation of the Pursuit of Excellence Studies: Volleyball program.

All Year 7 and 8 students will have the opportunity to apply and then trial for a place in the Year 7 and 8 Pursuit of Excellence Studies: Volleyball class during Term 2. The class begins at the start of Semester 2.

We currently have Pursuit of Excellence Studies: Volleyball (PESV) in Year 7, 8, 9 and 10.

We have had significant successes since the course began, including:

- In 2014 Burnside High had 15 students (out of a possible total of 40) represent the Sunshine Coast Region at QSSV Open & U16 State Titles
- Daniel Campbell from our 2014 Open Boys Team represented Queensland at the Trans-Tasman Volleyball Championships in June on the Gold Coast.
  In 2014, Caleb McAllister represented Queensland at the SSA Nationals U16 Volleyball Championships.
- Volleyball has been established at Burnside since 1991, and we have been ranked in the top 5 in Queensland since 1995 (as high as #1) and ranked nationally since 1993.

2012	**2016**
Gold Medal Youth Girls Div. 2 – AVSC	Sunshine Coast Volleyball Champions
Sunshine Coast Volleyball Champions	Bronze Medal Senior Girls Fours – QBVSC
Gold Medal Open Girls Div. 1 – QVSC	Silver Medal Junior Girls Fours – QBVSC
Bronze Medal Senior Boys Honours – QVSC	Bronze Medal Junior Boys Fours – QBVSC
Bronze Medal Youth Boys Div. 1 – QVSC	Gold Medal Year 10 Boys Div. 1 – IQVSC
Silver Medal Intermediate Girls Div. 1 – QVSC	Silver Medal Year 9 Girls Hon. – IQVSC
Gold Medal Junior Girls Div. 1 – QVSC	Bronze Medal Year 12 Boys Hon. – SQVSC
Gold Medal Youth Girls Div. 2 – QVSC	Silver Medal Year 11 Girls Div. 1 – AVSC
Gold Medal Youth Girls Div. 2 – AVSC	**2017**
Silver Medal Youth Boys Div. 1 – AVSC	Gold Medal Senior Girls Fours – QBVSC
2013	Gold Medal Intermediate Boys Fours – QBVSC
Sunshine Coast Volleyball Champions	Silver Medal Intermediate Girls Fours – QBVSC
Gold Medal Senior Girls Div. 1 – QVSC	Gold Medal Junior Boys Fours – QBVSC
Bronze Medal Youth Girls Div. 2 – QVSC	Champion School Trish Buckley (Junior and Senior)
Gold Medal Junior Girls Div. 1 – QVSC	Bronze Medal Year 10 Boys – QVSC
Gold Medal Intermediate Girls Div. 1 – QVSC	Gold Medal Year 9 Girls Div. 1 – QVSC
Silver Medal Intermediate Girls Div. 2 – AVSC	Bronze Medal Year 10 Girls Div 1 – QVSC
Gold Medal Junior Boys Div. 1 – AVSC	Super 5 Volleyball Champions
Gold Medal Open Boys Div. 2 – AVSC	Gold Medal Year 12 Girls Div. 1 – SQVSC
2014	Silver Medal Year 11 Girls Div. 2 - SQVSC
Sunshine Coast Volleyball Champions	Gold Medal Year 7 Girls Div. 1 – JQVSC
Super 5 Volleyball Champions	Gold Medal Year 9 Girls Div. 2 – AVSC
Bronze Medal Open Girls Div. 1 – QVSC	**2018**
Silver Medal Intermediate Boys Honours – QVSC	Gold Medal Intermediate Girl Fours – QBVSC 2018
Bronze Medal Junior Boys Honours – QVSC	Silver Medal Intermediate Girls Fours – QBVSC 2018
Silver Medal Intermediate Girls Div. 1 – QVSC	Silver Medal Intermediate Boys Fours – QBVSC 2018
Gold Medal Youth Boys Div. 1 – QVSC	Gold Medal Junior Boys Fours – QBVSC 2018
Bronze Medal Youth Girls Div. 2 – AVSC	Sunshine Coast Volleyball Champions – Juniors 2018
2015	Gold Medal Year 11 Girls - 'Super 5' 2018
Sunshine Coast Volleyball Champions	Gold Medal Year 12 Girls Div. 2 – QVSC 2018
Silver Medal Senior Girls Div. 1 – QVSC	Gold Medal Year 11 Girls Div. 1 – QVSC 2018
Gold Medal Open Girls Div. 2 – QVSC	Gold Medal Year 7 Girls - 'Super 5' 2018
Silver Medal Junior Girls Div. 1 – QVSC	Gold Medal Year 9 Girls - 'Super 5' 2018
Silver Medal Youth Girls Div. 2 – AVSC	Silver Medal Year 10 Girls Div. 1 – AVSC 2018
Gold Medal Intermediate Girls Div. 1 – AVSC	
Gold Medal Intermediate Boys Div. 1 – AVSC	

Co-curricular activities

A positive social climate enhances learning and is critical to us achieving our vision.
To build a positive culture we provide many opportunities. These include:

• Arts Expo
• Beacon program
• Camps/Tours
• Care Program
• Career pathways program
• Concerts
• Constitutional Convention
• Dance Party night
• Debating
• Drugs, Alcohol Forum
• Extra-curricular activities
• Excursions
• Gifted and Talented Program
• Inter-school sport
• Lunchtime activities and competitions
• Musicals
• PARTY Program
• RYDA driver education
• RYDEN Leadership Program
• Smart & Healthy Schools program
• Sport
• Student Representative Council
• Support services room
• Traineeships
• Transition program
• TREK
• Work placement programs
• Youth week
• Y-lead

How information and communication technologies are used to assist learning

Technology encompasses more than computers at Burnside State High School, students are actively engaged in a range of technological devices quite new to the classroom.

• Computers are used for whole of class activities, group activities and individual access through computer rooms, Resource Centre, and by senior students on their non-timetable day
• All Year 7 and 8 students undertake technology skills as a component of the Year 7 and 8 curriculum
• Horizons Excellence Program in Years 7-9
• Data projectors to cater for teacher directed learning have been installed in over 40 classrooms
• Wireless network has been installed across the whole school site
• All teachers have their Computers for teachers laptop provided by Education Queensland
• Six interactive whiteboards have been installed in classrooms
• iPads have been made available for all Year 11 students in 2019
• 97.5% of students are satisfied with the access to computers and other technologies at school for learning
• 90.0% of students are satisfied with the way they use computers and other technologies at school for learning
• 98.1% of parents understand how computers and other technologies are used in the school to enhance my child's learning
• 91.7% of students are satisfied that they are encouraged to use computers and other technologies at school for learning

Social climate

Overview

Burnside State High School has a very supportive school environment which caters for the full range of students. The culture at Burnside is focused on positive relationships and respect and is clearly linked to our core values of Care, Consideration and Co-operation. The Responsible Behaviour Plan is supported by well-structured and consistent processes for classroom and grounds participation.

To support students we provide:
• Support services room
• School Nurse
• Chaplain
• Youth Support Co-ordinator
• International Hub

Burnside State High School is clearly providing a safe environment as demonstrated by student and parent satisfaction. This includes satisfaction for school climate in all areas above the state average for parents and students as demonstrated below:

- 100.0% parents satisfied that their child likes being at this school
- 95.0% parents satisfied that their child is safe at this school
- 82.0% parents satisfied that their child is treated fairly at this school
- 89.0% students like being at this school
- 89.0% students feel safe at this school
- 90.0% students state they are getting a good education at this school

We are very pleased with the high levels of confidence that the students have in the school. This result reinforces that our strong focus on students discipline and support, against bullying and social and emotional development are having a great impact in terms of ensuring a positive, safe and respectful environment for all.

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)	97%	92%	98%
• this is a good school (S2035)	97%	89%	98%
• their child likes being at this school* (S2001)	100%	88%	94%
• their child feels safe at this school* (S2002)	95%	92%	96%
• their child's learning needs are being met at this school* (S2003)	97%	88%	98%
• their child is making good progress at this school* (S2004)	97%	88%	98%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	94%
• teachers at this school motivate their child to learn* (S2007)	92%	83%	92%
• teachers at this school treat students fairly* (S2008)	82%	81%	94%
• they can talk to their child's teachers about their concerns* (S2009)	92%	94%	98%
• this school works with them to support their child's learning* (S2010)	100%	88%	98%
• this school takes parents' opinions seriously* (S2011)	89%	82%	96%
• student behaviour is well managed at this school* (S2012)	95%	83%	88%
• this school looks for ways to improve* (S2013)	92%	89%	100%
• this school is well maintained* (S2014)	100%	95%	96%

* 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)	90%	95%	97%
• they like being at their school* (S2036)	89%	91%	95%
• they feel safe at their school* (S2037)	89%	94%	97%
• their teachers motivate them to learn* (S2038)	88%	91%	92%
• their teachers expect them to do their best* (S2039)	97%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	91%	89%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	86%	83%	83%
• they can talk to their teachers about their concerns* (S2042)	76%	87%	76%
• their school takes students' opinions seriously* (S2043)	80%	89%	81%
• student behaviour is well managed at their school* (S2044)	78%	81%	80%
• their school looks for ways to improve* (S2045)	90%	96%	92%
• their school is well maintained* (S2046)	88%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	86%	92%	87%

* 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)	96%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	98%	99%
• they receive useful feedback about their work at their school (S2071)	90%	91%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	93%	91%
• students are encouraged to do their best at their school (S2072)	96%	99%	99%
• students are treated fairly at their school (S2073)	99%	100%	97%
• student behaviour is well managed at their school (S2074)	96%	95%	100%
• staff are well supported at their school (S2075)	90%	94%	92%
• their school takes staff opinions seriously (S2076)	85%	93%	86%
• their school looks for ways to improve (S2077)	95%	98%	93%
• their school is well maintained (S2078)	95%	98%	97%
• their school gives them opportunities to do interesting things (S2079)	84%	94%	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

Parent and community engagement
Parents are welcomed and encouraged to become involved in their child's education wherever possible. Involvement at Burnside State High School can take many forms.

We strive to engage and involve parents through:
• Flyers sent home with students
• Personalised letters
• Student activities: Subject Expo, Hospitality Restaurants
• Volunteer support
• Triple P parenting program
• Guest speakers invited to present
• Promotion of the school as a community hub
• Managers and Coaches for sporting teams
• Parents who have local businesses are work placement providers for students
• Parents and community groups very involved in STEMM program
• School musical supported by parents
• 100% parents satisfied that staff are approachable
• 100% parents satisfied that staff are responsive to their enquiries.
• 100% parents satisfied that the school looks for ways to improve
• 100% parents satisfied that teachers expect their child to do their best

The P&C meets monthly to assist the school with strategic planning, policy formulation and fundraising activities.
Parent teacher interviews are conducted each semester and all parents are invited to meet with their child's teacher/s to ensure they are well informed about how their child is progressing with their studies. Student reports are sent out by mail at the end of each term.

The school newsletter is posted home by hard copy on a monthly basis and helps to keep families connected to the school and be aware of school happenings and activities and also raise awareness of school achievements.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Our school values of Care, Consideration and Co-operation underpin everything we do at Burnside State High School. Our Responsible Behaviour Plan is very focused on the values and there are clearly articulated expected behaviours found in our school expectations matrix which is found in every classroom so it can be used as a point of reference. We take part in the Bullying: No Way day and are also a White Ribbon school.

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.

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	235	214	270
Long suspensions – 11 to 20 days	4	7	11
Exclusions	6	5	9
Cancellations of enrolment	0	0	3

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

Burnside State High School has implemented a range of strategies in 2018 with a view to reducing the school's environmental footprint. These have included:

- Environmental team works to set goals to improve the impact on our environment
- National Solar Schools Project with the installation of solar panels
- Replacement of fluorescent tubes with energy efficient tubes
- Burnside Community Garden established through gambling grant and includes the installation of water tanks and solar panels
- Dual flush toilets now installed in all toilets
- Recycling program introduced across the school and managed by the environment team. Funding was gained for this project from Sunshine Coast Regional Council.
- Awarded a can/bottle crusher which is placed near the canteen
- Recycling of plastic bottles and cans

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	326,204	338,099	335,401
Water (kL)			

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.
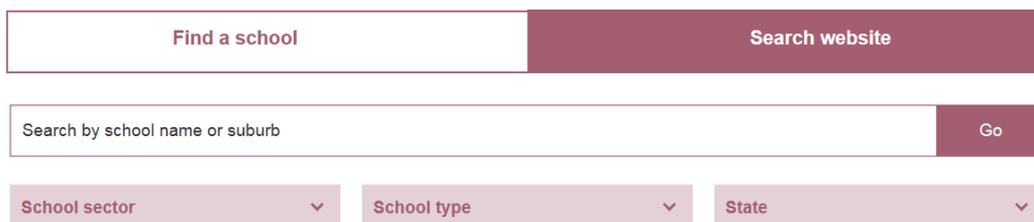
Find a school	**Search website**

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	80	39	6
Full-time equivalents	74	25	<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	1
Masters	9
Graduate Diploma etc.*	13
Bachelor degree	52
Diploma	6
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 $31,571.82

The major professional development initiatives are as follows:

• Behaviour Management Training
• Review School Performance and Achievement Data
• Develop a High Performance Culture
• Individual Performance Plans for all teaching staff and leadership team.
• Responsible Behaviour Management Plan
• Dimensions of Learning/Essential Skills/Blooms
• Pedagogy
• Learning Engagement
• QCARF
• Literacy and Numeracy
• Differentiation
• Education Queensland mandatory professional development
• KUDs
• Cognitive Verbs
• SATE
• QCAA Senior Curriculum

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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 Secondary schools was 89%.

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	89%	90%	88%
Attendance rate for Indigenous** students at this school	85%	88%	84%

* 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.

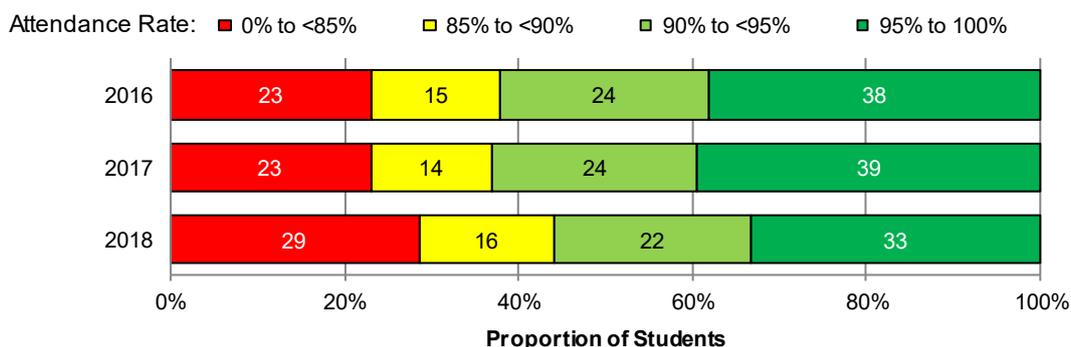Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	91%	92%	90%
Year 8	89%	89%	88%
Year 9	88%	89%	86%
Year 10	85%	90%	84%
Year 11	89%	89%	89%
Year 12	93%	92%	92%

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	23	15	24	38
2017	23	14	24	39
2018	29	16	22	33

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 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.

Attendance rolls are marked through OneSchool each lesson by the class teacher. Parents of students absent from school are required to provide a reason for the student absence. An unexplained absence notification text will be generated and sent the same day to parents for any recorded unexplained absences. If students are absent for more than two consecutive days, the parent is contacted by the school to obtain a reason for their absence. Parents of students with high level absenteeism are invited to meet with administration to discuss strategies for improvement. If the high level of absenteeism continues, the Principal commences with enforcement of the Compulsory School and Compulsory participation process.

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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	107	109	77
Number of students awarded a QCIA	4	3	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	102	106	70
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	50%
Number of students who received an OP	45	54	36
Percentage of Indigenous students who received an OP	0%	33%	17%
Number of students awarded one or more VET qualifications (including SAT)	105	109	77
Number of students awarded a VET Certificate II or above	55	60	47
Number of students who were completing/continuing a SAT	13	14	13
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	78%	78%	75%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	91%	100%	100%

Notes:

- The values above:
    - are as at 11 February 2019
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	7	9	10
6-10	10	20	6
11-15	18	13	11
16-20	10	11	9
21-25	0	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	103	87	68
Certificate II	47	49	44
Certificate III or above	10	13	15

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate I courses studied included:
Certificate I in Business
Certificate I in Skills for Vocational Pathways

Certificate II courses studied included:
Certificate II in Business
Certificate II in Creative Industries
Certificate II in Health Support Services
Certificate II in Hospitality
Certificate II in Kitchen Operations
Certificate II in Skills for Work and Vocational Pathways

Certificate III courses studied included:
Certificate III in Aviation (Remote Pilot)
Certificate III in Basic Health
Certificate III in Beauty Services
Certificate III in Business
Certificate III in Early Childhood
Certificate III in Fitness
Certificate III in Hospitality
Certificate III in Music Industry

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	72%	73%	66%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	47%	46%	100%

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.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways or work.

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.burnsideshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx