

Butchers Creek State School
Queensland State School Reporting
2014 School Annual Report



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Principal's foreword

Introduction

This School Annual Report describes our schools progress in 2014 measured against State averages. Our School is committed to continuous improvement and strives to provide high quality learning and teaching programs delivered in a supportive environment.

Butchers Creek State School is a small, rural school situated 13 kilometres from Malanda on the Atherton Tablelands and was established in 1913. The school site is located on two hectares of land on the eastern edge of the Great Dividing Range, overlooking the Atherton Tablelands. Its geographic location places it in an extremely high rainfall zone, a factor that has major impacts on everyday school life. The school services a district that is primarily a dairying and beef fattening area but the composition of the community has altered quite significantly in recent years. Many rural holdings have been purchased by families whose primary source of income is other than from farming.

Our school proudly celebrated its centenary in 2013 and brought together staff, students, parents and members of the community both present and past.

Our school motto is *Strive as One* and this provides staff, children and parents with many opportunities to contribute to our school community. The involvement of parents in the life of our school is a vital ingredient in our success. Our staff is a very experienced, cohesive team that cares for our children and for each other. Students have the opportunity to contribute through the student council and many leadership positions.

This School Annual Report provides a concise picture of Butchers Creek State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN and an overview of school community satisfaction using data from school opinion surveys.

School progress towards its goals in 2014

Key Priorities for 2014	Progress	Future Directions
Improve teaching	Implement whole school pedagogical framework Refine whole school curriculum plan	Continue

	<p>Differentiation</p> <p>Coaching and Mentoring of staff</p> <p>Implementation of foundation programs and assistive technologies</p>	
Data Decision Making	<p>Setting individual short term and long term targets with students in literacy and numeracy</p> <p>Analysis of data and creation of individual digital portfolios</p> <p>FNQ Maths Assessment Tool</p>	Continue
Planning and Accountability Systems	<p>Collaboration with other schools and leaders</p> <p>Develop AAP and communicate to staff</p> <p>Implementation of FNQ systems – Attendance Policy, Responsible Behaviour Plan, Improved Teaching Plan</p> <p>Discipline Audit</p> <p>Define roles and responsibilities of staff</p>	Continue
Connect with parents and caregivers	<p>Encourage parent and community participation</p> <p>Information sessions</p> <p>Communication of regional priorities, school based behavioural and social programs</p>	Continue
Emotional Wellbeing of Staff	<p>Encourage staff to monitor work-home commitments</p> <p>Encourage all staff to contribute to running of school – open positive communication</p>	Continue

Future outlook

Key Priorities for 2015	Progress
Reading	<ul style="list-style-type: none"> Implement whole school ability based reading program based on Levelled Literacy Intervention Program Implement Phonics program Implement individualised sight word programs across the school Regular 5 week PM Benchmark Testing until studnets reach level 30 then regular assessment and analysis of PROBE Naplan Preparations PAT Reading Comprehenions biannually
Teaching Quality	<ul style="list-style-type: none"> Personal Staff Development Capability Plans aligning to school, region and state directions Coaching, feedback and peer observations
Writing	<ul style="list-style-type: none"> Implementation of 7 Steps in Writing Program
Numeracy	<ul style="list-style-type: none"> Whole school maths program aligned with C2C assessment pieces which has been developed around a scope and sequence of concepts taught simultaneously throughout all year levels.

	<ul style="list-style-type: none"> • Assessment portfolios
Mental Maths Program	<ul style="list-style-type: none"> • Develop and implement
Problem Solving	<ul style="list-style-type: none"> • Develop and implement
Science	<ul style="list-style-type: none"> • Develop, refine and implement science plan based on Primary Connections & utilising C2C resources and assessment pieces
Attendance	<ul style="list-style-type: none"> • Develop, implement and refine Butchers Creek Attendance Strategy – weekly, termly and yearly awards. Regular communication with parents informing them of ‘Every Day Counts’, regional targets and school percentages.
Closing the Gap - Attendance	<ul style="list-style-type: none"> • Continue to monitor and reinforce Butchers Creek Attendance Policy
Transition	<ul style="list-style-type: none"> • Pre-Prep transition program in Term 4 • Year 6 transition program at Malanda State High School
Attainment	<ul style="list-style-type: none"> • Develop, review and implement ICP goals for students

Our school at a glance

School Profile**Coeducational or single sex:** Coeducational**Year levels offered in 2014:** Prep Year - Year 6**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	12	6	6	44%
2013	13	5	8	81%
2014	23	11	12	80%

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

Characteristics of the student body:

Our student body comprises children from the immediate Butchers Creek area as well as students who travel from the surrounding areas of Topaz. Because of the family-oriented ethos offered by this school community, the school continues to be the school-of-choice for a number of students who thrive in the smaller school setting.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	16	25
Year 4 – Year 7 Primary	7		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Whole School Reading Intervention Program
- Phonics and Spelling Programs
- Individual Sight Word Program
- Listening Comprehension Program
- Whole School Sequenced Mathematics Program utilising Imaths resources
- 7 Steps in Writing Program
- Primary Connections Science Programs
- Implementation of Geography & History
- Physical Education program
- Arts, Music, Health and Technology programs
- Implementation of SWPBS program

Extra curricula activities

- Home Reading Incentive Program
- Excursions – Cairns Tropical Zoo,
- Incursions – Spinal Education Awareness Team, Fire Safety Discussions, Bravehearts,
- Student Council
- Religious Education Classes

How Information and Communication Technologies are used to assist learning

ICT is embedded throughout the units of work to enhance student engagement and improve teaching. This has resulted in students being able to develop and maintain their ICT skills.

Computers are used in all year levels to assist and enhance learning and teaching across all key learning areas.

Laptops and desktops are utilized daily by students. Each student has individual subscriptions to Reading Eggs and Mathletics which can be used at school and at home.

Each classroom has an interactive whiteboard and various software programs to enhance students learning.

One School is used for reporting on student progress and for curriculum planning.

Social Climate

Butchers Creek has a policy of nurturing all students. Close associations with the parents and staff who live within the community help foster this support across all year levels. Behaviour and learning support is given by guidance officers and specialists where necessary and a supportive school environment is encouraged.

We have adopted three rules around which all our behaviours are explicitly taught. At Butchers Creek our students strive to :

- I am Safe
- I am Responsible
- I am a Learners

Explicit lessons are conducted on behavioural expectations. Acknowledgment of those students using and modeling appropriate behaviours is a key component of our policy. Student self-reflection and shared regular feedback also occurs through the use of class meetings, which provide students with a self-monitoring system.

Parent opinion surveys indicate that parents are satisfied or very satisfied with the behaviour of the students and that their child is safe and treated fairly at school. Student results were positive in this area also. The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	60%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	80%	100%	100%
student behaviour is well managed at this school* (S2012)	60%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	80%	100%
they feel safe at their school* (S2037)	100%	80%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	80%	100%
they can talk to their teachers about their concerns* (S2042)	100%	80%	100%
their school takes students' opinions seriously* (S2043)	100%	80%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		80%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		80%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The involvement of parents and our wider community is an integral element of how this learning community works and learns.

The Butchers Creek State School Parents and Citizens Association provides a vital forum for parent contributions to the decision making of our school and contributes generously to purchases that aid our young learners.

Student Progress Reports are issued through the One School state-wide system at the end of each semester and formal interview opportunities with teachers are offered at the end of Terms 2 and 4. Parents are also encouraged to participate in their child's education through:

- School Celebration and Open days – Drama Performances, end of Term Celebrations
- School Information sessions – teacher parent info sessions/PD sessions/whole school program sessions
- Volunteering to assist at Sports Day, School Camps and Excursions
- Share their expertise for special occasions/class activities – Naidoc Day
- Becoming members of the Parents and Citizen's Association and participating in the associated activities

Reducing the school's environmental footprint

To reduce our environmental footprint we continued with education programs about ways to cut power. Students and staff were also encouraged to manage lights and air-conditioners/heaters in each classroom and to ensure all taps are turned off.

In order to manage waste we collect our food scraps and recycle these into our compost bin which then in turn fertilized our prosperous vegetable garden.

Sustainability is valued and embedded across curriculum.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	15,449	0
2012-2013	10,570	0
2013-2014	5,210	0

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.

Our staff profile

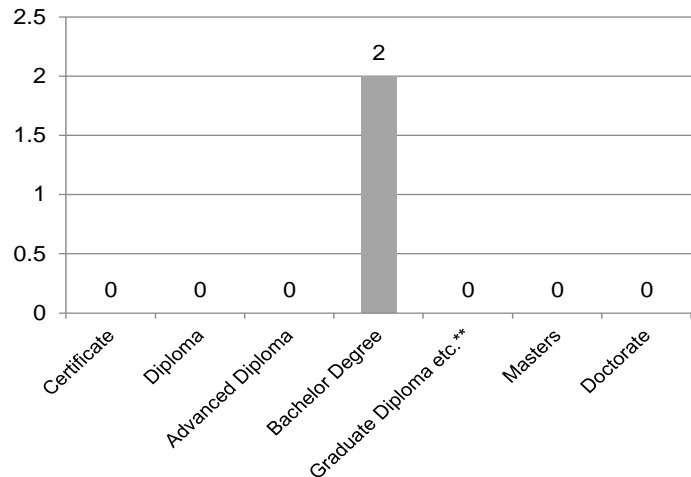
Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	2	4	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$4500.

The major professional development initiatives are as follows:

- Phonics Professional Development
- First Aide
- Literacy Professional Development
- Groundsman Professional Development
- Cleaning Professional Development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Student attendance

The overall attendance rate for the students at this school (shown as a percentage).

2012	2013	2014
90%	95%	90%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

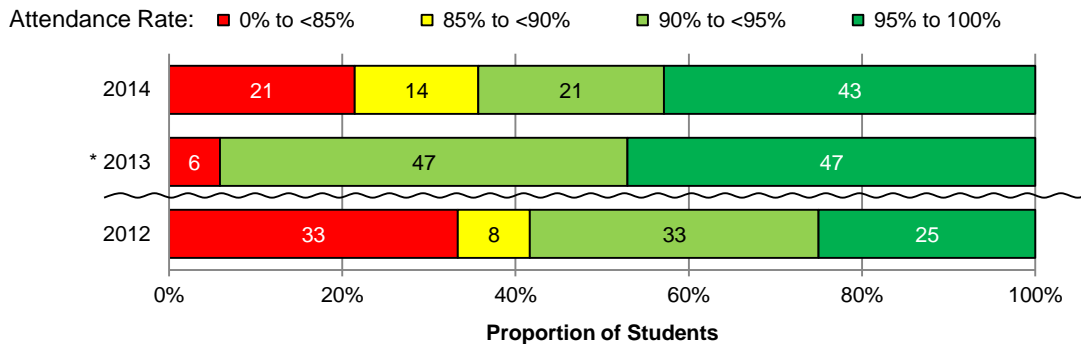
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	DW	91%	DW			92%	89%					
2013	97%	94%	95%	94%	DW	DW	94%					
2014	93%	86%	89%	93%	86%	84%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked each morning and after the lunch break and student absences are recorded in half day blocks. Explanatory notes from parents or phone explanations of student absences are recorded in class rolls. When a child has been absent for more than three days without explanation, parents/care givers are contacted to ascertain the reason for the child's absence and their anticipated return date.

Late arrivals are monitored and addressed when needed.

Recognition is given to students with high or full attendance rates at the end of every week, term and at the end of the year.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

Find a school

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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

At Butcher Creek State School we are continually embedding Indigenous Perspectives in all learning areas. We are working towards

'Closing the Gap' through explicit teaching and following educational initiatives and agendas.