Butchers Creek State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This School Annual Report describes our schools progress in 2015 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 2015

Focus Area	Strategy	Outome in 2015
Reading	- 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 students reach level 30 then regular assessment and analysis of PROBE	Implemented, ongoing refinement of agenda

	• Naplan Preparations • PAT Reading Comprehenions biannually	
Teaching Quality	• Personal Staff Development Capability Plans aligning to school, region and state directions • Coaching, feedback and peer observations	Ongoing
Writing	• Implementation of 7 Steps in Writing Program	Ongoing
Numeracy	• 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. • Assessment portfolios	Ongoing and refined
Mental Maths Program	• Develop and implement	Implemented
Problem Solving	• Develop and implement	To be completed in 2016
Science	• Develop, refine and implement science plan based on Primary Connections & utilising C2C resources and assessment pieces	Realigned to utilize C2C materials due to cohort. Primary Connections used as side resource.
Attendance	• 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.	Ongoing and refined
Closing the Gap - Attendance	• Continue to monitor and reinforce Butchers Creek Attendance Policy	Ongoing
Transition	• Pre-Prep transition program in Term 4 • Year 6 transition program at Malanda State High School	Pre-prep onging No Year 6's in 2015

Future outlook 2016

Focus Area	Strategy
Reading	• Continue to implement whole school ability based reading program based on Levelled Literacy Intervention Program • Implement Phonics program with focus on developing phonics blends program in Semester 2 • Implement individualised sight word programs across the school • Regular 5 week PM Benchmark Testing until students reach level 30 then regular assessment and analysis of PROBE • Naplan Preparations • PAT Reading Comprehenions biannually
Teaching Quality	• Continue to implement Non teaching staff Developing Performance Plans with termly reflections and appraisals • Implement Australian Standards of Teaching Reflection Practice Tool • Teaching Performance Plan with termly reflections and appraisals • Peer observations to occur on a termlyt bsis with written and verbal feedback
Writing	• Implementation of 7 Steps in Writing Program
Numeracy	• 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. • Assessment portfolios • Implement daily Mental Math program • Implement Problem Solving program
Science	• Develop, refine and implement science plan based on C2C resources with focus upon implementing rotational plan.
Attendance	• 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	• Continue to monitor and reinforce Butchers Creek Attendance Policy
Transition	• Pre-Prep transition program in Term 4 • Year 6 transition program at Malanda State High School
Attainment	• Develop ICP goals with key stakeholders as required with regular updates to parents on the progression towards achieving goals

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	13	5	8		81%
2014	23	11	12		80%
2015	18	7	11	3	80%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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		
	2013	2014	2015
Prep – Year 3	16	25	9
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- 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
- Celebration Days – Under 8's Day
- Host of District Cross Country Sports

How Information and Communication Technologies are used to improve 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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	60%
this is a good school (S2035)	100%	100%	75%
their child likes being at this school (S2001)	100%	100%	80%
their child feels safe at this school (S2002)	100%	100%	80%
their child's learning needs are being met at this school (S2003)	100%	100%	60%
their child is making good progress at this school (S2004)	100%	100%	60%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	80%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	80%
teachers at this school motivate their child to learn (S2007)	100%	100%	80%
teachers at this school treat students fairly (S2008)	100%	100%	80%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	80%
this school works with them to support their child's learning (S2010)	100%	100%	80%
this school takes parents' opinions seriously (S2011)	100%	100%	60%
student behaviour is well managed at this school (S2012)	100%	100%	80%
this school looks for ways to improve (S2013)	100%	100%	75%
this school is well maintained (S2014)	100%	100%	80%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	80%	100%	100%
they feel safe at their school (S2037)	80%	100%	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)	80%	100%	100%
they can talk to their teachers about their concerns (S2042)	80%	100%	100%
their school takes students' opinions seriously (S2043)	80%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
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:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	80%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	80%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The 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.

Reducing the school's environmental footprint

To reduce our environmental footprint we continued with education programs about ways to reduce our power usage. 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.

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

2014-2015   6,356

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	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**
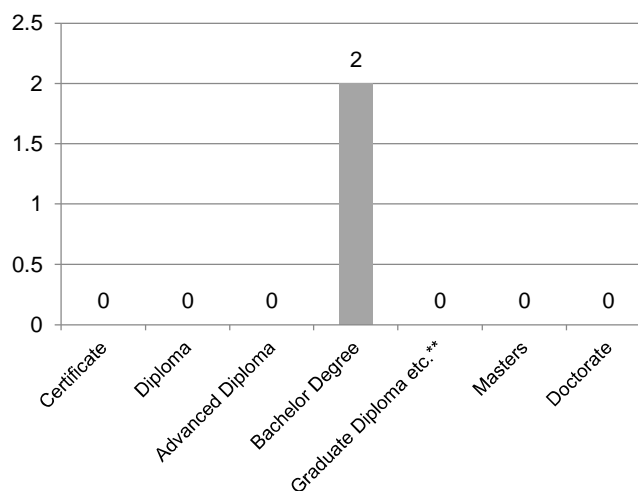
*Teaching staff includes School Leaders

**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 2015 were $4500..

The major professional development initiatives are as follows:

- Certificate 4 in Teacher Aide
- First Aide
- Levelled Literacy Intervention
- Fish Philosophy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	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 2015 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

School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	98%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013		97%	94%	95%	94%	DW	DW	94%					
2014	91%	93%	86%	89%	93%	86%	84%	92%					

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

	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	98%	81%	DW	92%	94%	92%							

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
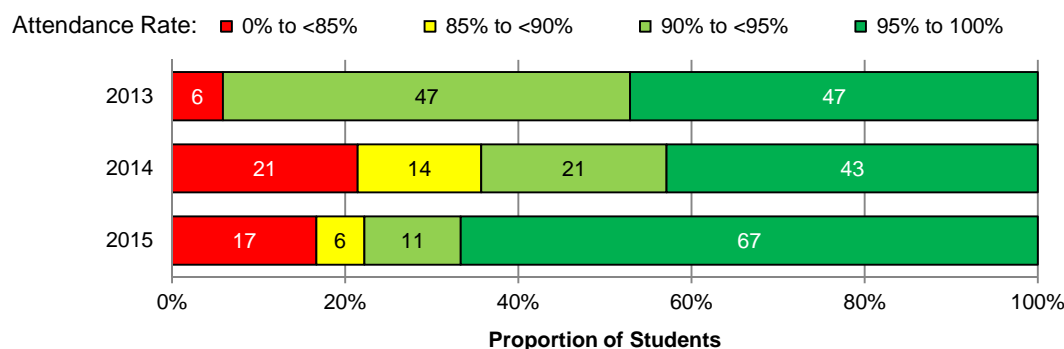
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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

School name | **GO**

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

SEARCH

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School NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.