Butchers Creek State
School

ANNUAL REPORT
2017

Queensland State School Reporting

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School Overview

Butchers Creek State 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.

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Introduction

School Progress towards its goals in 2017

Focus Area	Strategies	Outcomes
Teacher Quality	Appropriate curriculum planning and delivery for all students • Development of ICPS's • Review of ICP's • Develop and implement referral processes • PD for staff on ICP's	• All students who were accessing curriculum at levels that differed from their chronological age had ICP's developed and reviewed each semester. • Processes for referral were discussion but not actions • PD was provided for staff
Teacher Quality	Implement BCSS Social and Emotional Framework in conjunction with the Responsible Behaviour Plan for Students • Student Data Profile development • Collection and Monitoring of Data • PD for Staff on 'You Can Do it' • PD on Essential Skills for Classroom management • Responsible Behaviour Plan updated • PD – Functional Behaviour • PD – Active Supervision • Individual referral support process • Targeting intensive support – behaviourally, socially and emotionally	• All students mapped on Data Profile and reviewed termly • PD provided for whole staff on 'You Can do It' program and implementation across the school • PD on Essential Skills provided to staff • Responsible Behaviour Plan updated and endorsed • PD on Functional Behaviour and Active Supervision completed • Individual referral support process is in development • Specific intensive support was provided to students – behaviour management plans, strategies, procedures etc

Future Outlook

Focus Area	Strategies	Timeline
Explicit Teaching	Implement the Explicit Improvement Agenda in writing. Confidence in analysis of student work and growth based on Literacy Continuum Formulation of goals and implementation of writing activities to support student growth • Communication to staff, parents, students • Provide Professional Development • Data meetings • Effective Writing Instruction Readers Bookclub for staff • Engage with others focusing upon writing as their explicit improvement agenda • Provide coaching, modelling and feedback	PD for staff on the Early Start and Literacy Continuum to occur in Term One. Other PD opportunities to be sought and accessed throughout the year. Communication is to be ongoing. Data Meetings is to occur each 5 weeks. Readers Bookclub commences in Term One and continues until complete. Engagement with other schools will be ongoing. Coaching, modelling and feedback is to be ongoing.
Analysis and Discussion of Data	Develop knowledge, understanding and ability to use Data Cycles to promote learning. • PD • Record student growth	PD for staff on the Early Start and Literacy Continuum to occur in Term One. Moderation and analysis of students writing samples each 5 weeks – ongoing.

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	• Moderation	Plotting of students growth on Literacy continuum and then entered into One School – each 5 weeks – ongoing
A Culture that Promotes Learning	Staff and Community engage with BCSS through digital platforms • Upskills staff on the Website platform in order to oversea regular updates on the site including newsletters, photos, news, documents etc. • Upskill staff on the Facebook platform to regularly engage with parents, grandparents, carers and staff	Initial upskilling and PD to occur in Term One. Implementation of updates to Website to occur beginning Term 2. Implementation of Facebook platform to be used from beginning of Term 2.
Targeted use of School Resources	School Resources are directly aligned to current need of the school • Pooling of funding to support the purchase of additional Teacher Aide hours to implement Explicit Improvement Agenda in Writing • Sourcing of relevant PD to support Explicit Improvement Agenda • Review Asset Replacement Schedule to reflect accurately items to be replaced • Wireless Upgrade	Ongoing Wireless upgrade to be undertaken in Semester One.
An Expert Teaching Team	Establish clear roles and responsibilities within an Expert Teaching Team • Develop a leadership framework and job delegation • Schedule moderation and collaboration • Develop and implement professional learning plans	Ongoing
Systematic Delivery of Curriculum	Develop whole school curriculum plan • Develop and review • Provide PD on AC to staff	Ongoing
Differentiated Teaching and Learning	Cater for all students from diverse backgrounds • Bandscale ESL learners semester • Develop and implement individual goal setting • Develop and implement ICP's	Ongoing
Effective Pedagogical Practices	Develop a Pedagogical Framework including Feedback • Review practices • Upskill staff • Collaboratively develop framework • Communicate framework to community • Provide various types of feedback to students	Ongoing

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	18	7	11	3	80%
2016	27	10	17	12	95%
2017	35	17	18	18	75%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Our student body comprises children from the immediate Butchers Creek area as well as students who travel from the surrounding areas of Topaz. Approximately 50% of our students identify as Aboriginal or Torres Strait Islanders. 22% of our students are English as second language learners. Due to 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	19	18
Year 4 – Year 6			11
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
- Whole School Reading Intervention Program – Levelled Literacy Intervention Program
- Phonics and Spelling Programs – Jolly Phonics and Spelling Mastery
- Individual Sight Word Program – M100W word lists
- Listening Comprehension Program
- Whole School Sequenced Mathematics Program utilising Imaths resources
- 7 Steps in Writing Program

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- Implementation of Geography & History
- Physical Education program
- Arts, Music, Health and Technology program

Co-curricular Activities

- • Home Reading Incentive Program
- Excursions – Drama Performances, ANZAC day, community services
- Attendance Incentive – movie screenings each term
- Swimming
- 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
- Leadership programs
- Transition programs – science days, ICT days, Respect programs
- Small Schools Sporting Carnivals

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 utilised daily by students. Each student has individual subscriptions to Reading Eggs, Mathletics and Typing Tournament 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

Overview

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 modelling 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

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Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	60%	DW	100%
this is a good school (S2035)	75%	DW	100%
their child likes being at this school* (S2001)	80%	DW	100%
their child feels safe at this school* (S2002)	80%	DW	100%
their child's learning needs are being met at this school* (S2003)	60%	DW	100%
their child is making good progress at this school* (S2004)	60%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	80%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	DW	100%
teachers at this school motivate their child to learn* (S2007)	80%	DW	100%
teachers at this school treat students fairly* (S2008)	80%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	80%	DW	100%
this school works with them to support their child's learning* (S2010)	80%	DW	100%
this school takes parents' opinions seriously* (S2011)	60%	DW	100%
student behaviour is well managed at this school* (S2012)	80%	DW	100%
this school looks for ways to improve* (S2013)	75%	DW	100%
this school is well maintained* (S2014)	80%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	86%	100%
they like being at their school* (S2036)	100%	86%	100%
they feel safe at their school* (S2037)	100%	86%	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%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	86%	90%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	86%	82%
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%	86%	100%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	100%	100%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
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)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

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.

Respectful relationships programs

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	2	6
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

We have maintained our policy about the use of air conditioning – if it's over 25 degrees, turn them on, otherwise open the windows. We continue to promote the turning off of appliances and replace fluorescent tubes with energy efficient T5 lighting. Our solar panels contribute to putting power back into the grid to offset our usage, however we have had difficulty this year ensuring that they are functioning correctly which has affected our overall use. With our increase in use of multiple classrooms over the last two years, the usage of power has increased. We have also had four new reverse cycle air conditioners installed in one of the classrooms and in the office.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	9740	Rain water is used for drinking
2015-2016	11953	Water is pumped by the creek and used in other facilities.
2016-2017	16436	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time Equivalents	3	2	0

Qualification of all teachers

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

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $3221

The major professional development initiatives are as follows:

- St John Ambulance First Aide and CPR
- Beginning Teachers Conference
- Principal Biannual Conference
- Principal Business Meetings
- Behaviour Management – Student Behaviour
- Self Care
- Anxiety & Trauma Based Training
- Social and Emotional Learning Framework
- One School Training
- Training for Cleaners

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

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AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	92%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 64% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes
Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	94%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	96%	96%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

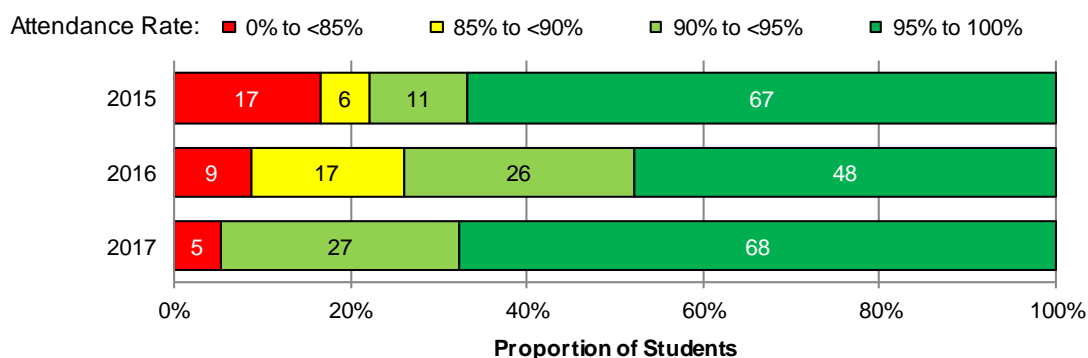The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	98%	81%	DW	92%	94%	92%							
2016	92%	98%	91%	DW	91%	95%	94%						
2017	96%	97%	96%	96%	99%	97%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

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%
2015	17	6	11	67
2016	9	17	26	48
2017	5		27	68

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

BCSS 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. Parents are contacted on the day that their child is absent to validate their child's absence from the school.

Late arrivals are monitored and addressed when needed.

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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.

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