

# BURNETT STATE COLLEGE



PO address	65 Pineapple St, Gayndah PO Box 111, Gayndah, Queensland, Australia
Phone	07 41613888
Fax	07 41613800
Email	the.principal@burnettsc.eq.edu.au
Website/Contact	www.burnettsc.eq.edu.au

## Principal's Foreword

### Introduction

The 2008 Annual report contains an overview of our school's progress towards achieving its key priorities. For the third year in a row our student results have been described as among the very best in Queensland.

With 100% of the graduating students achieving one or more qualifications (OP, QCE, QCIA, IBD, VET), the school positions itself as one of the top 25% in the state to achieve this. This is an outstanding accomplishment and again reinforces a belief that students in all communities, large or small, have access to the very best opportunities for education and training.

Burnett State College services the two communities of Gayndah and Mundubbera as well as the feeder communities surrounding them. By using flexible learning strategies and by building effective authentic partnerships the aim is to develop the very best opportunities and pathways available for young people.

With 91% of our QTAC applicants receiving a tertiary offer, Burnett State College has realised its vision to become a community centre for learning, with a focus on Academic Achievement. The school delivers and acts as a conduit for training throughout the Burnett region, using several registered training organisations and providers. At an organisational level the project creates a shared delivery and services model. As a strategic initiative it provides a leadership hub for education and training in the Burnett – a rural and regional community.

**Our Vision – “Valuing Our Future – Maximising Potential”**

We are led by the guiding question: “Is this project, initiative, issue, or challenge maximising the potential of our students, teachers, staff and the community ?”

### Future outlook

#### 2009 PRIORITIES:

\* Maintain a whole school focus on:

- Strong Leadership - High Performing staff - Successful Students - Engaged Community

\* Maintain and investigate strategies to increase senior school curriculum pathways

\* Maintain and review junior unitised curriculum

\* Maintain a whole school focus on Literacy and Numeracy

\* Maintain focus on maximised academic potential

\* Implementation of a belief in School Wide Positive Behaviour

# BURNETT STATE COLLEGE

- \* Implementation of a belief in positive Social and Emotional Learning techniques
- \* Build leadership capacity through ongoing Developing Performance Framework
- \* Maintain standards and pursue further development of facilities and resources
- \* Development and implementation of an Indigenous awareness and support program
- \* Focus on continued relationship building between school and rural home environment
- \* Professional development will be prioritised in the following areas:
  - Literacy - Numeracy - Productive Pedagogy - School Wide Positive Behaviour

# Our Staff Profile

## School Profile

### Our Community

Burnett State College is a progressive coeducational learning institution, providing quality education and training for over 200 students in years 8 – 12. With a long time reputation as a school that offers a personal environment with a futuristic approach to learning, the college is rated one of the best rural secondary centres in Queensland. Situated in the Central Burnett region, west of Maryborough and Bundaberg it services the two centres of Gayndah and Mundubbera, as well as a cluster of surrounding rural communities.

Established in 1963 as Gayndah State High School, the school took the bold move in 2005 to rename the school to Burnett State College, which reflected its need to service youth in the wider central Burnett region and to reflect a unique partnership established with Wide Bay TAFE.

In meeting the demand to offer flexible industry training opportunities for many of its rural students, the college implemented a shared arrangement with Wide Bay TAFE, which provides an annex on the college grounds and oversees the delivery of a variety of industry-based options and certifications. This TAFE annex, with engineering and computing training centre, previously staffed and coordinated by members from the Wide Bay TAFE Maryborough campus is now managed by the secondary school leadership team. This unique initiative is the first of its kind in South East Queensland and allows the college to direct students and community members down relevant and sustainable training and employment pathways and establishes the college as a leadership hub for education and training in the rural and regional Burnett community.

### Our Students

Year Level	Males	Females	TOTAL
8	25	22	47
9	13	23	36
10	11	19	30
11	25	17	42
12	21	26	47
Total	95	107	202

Characteristics	
Ascertained Students	10
Indigenous Students	15
Main LOTE spoken at home	1

Students attending Burnett State College come from diverse socio-economic backgrounds. Most students attend state primary schools in the district and continue their education at our school and we have enrolments in Year 11 from the feeder P-10 school at Mundubbera. Over 50% of the students

# Our Staff Profile

transport to our school by bus, with many travelling from as far away as Mundubbera and Coalstoun Lakes on a daily basis.

# Our Staff Profile

## Curriculum offerings

### JUNIOR CURRICULUM

In the Junior school (years 8-10), Burnett State College offers a distinctive Unitised Junior Curriculum with the aim of keeping students engaged in learning and empowering them in making decisions about their course of study.

As their core program of study, students are required to study English and Mathematics each semester as well as participate in Crossroads (Pastoral care program). All units are timetabled for three x 70 minute lessons each week per semester. In addition, students select a further four units each semester from the Key Learning areas of The Arts, Technology, Studies of Society & the Environment, Science, Mathematics, English, Health and Physical Education and Languages Other Than English. They select elective units based on skills and knowledge that match their interest and ability and that will assist them in the future in terms of senior phase pathways. It is important that students study specific units that allow them to choose the subjects they need in Years 11 and 12. Specifically this means that students will choose six new units every semester, therefore a total of 36 units is studied over the duration of their junior Years. Technology units can be chosen from the areas of Business Education, Industrial Technology, Home Economics, Graphics and Agriculture and The Arts include Drama and Visual Art. The Unitised curriculum model has been popular, yet traditional and sound and research verifies that the 'middle years' of schooling need to be approached in different ways so that learning happens with more depth and is in a life-like context and so that choice is maximised. Unlike the Vertical timetable format where many students from different chronological ages are placed together, the Unitised Curriculum involves splitting the normal curriculum subject areas into smaller units that can be taken separately. Such a dissection could be on the basis of work components within the curriculum description of a subject for the year, or more creatively into subject core components and peripheral extension units, including into interdisciplinary areas (such as, for example, the mathematics of music) joining two or more curriculum areas together.

The benefits of a Unitised Curriculum include:

- Students can design their own course of study;
- Students aren't 'locked in' to a course of study for 2-3 years;
- Greater flexibility for students to choose areas that are interesting to the individual;
- Students can choose units of study that are applicable to their level of ability and;
- Students can remain at a particular level of ability until they experience success then progress to the next level.

### SENIOR CURRICULUM

Our senior school curriculum is built upon a philosophy that ensures all students have a maximum of opportunities available to them. Our partnerships with TAFE and other organisations ensure that we can deliver a large number of VET programs through face to face or flexible delivery models. Burnett State College maintains a reputation for academic excellence through delivering high quality academic programs in traditional subjects. With a great deal of flexibility and choice, our senior curriculum allows students the option to map a study plan that is relevant to their future needs. As well as the TAFE option, there are alternative training and study pathways available as well, including part time school based traineeships and

# Our Staff Profile

apprenticeships and work placements.

As students in Years 11 and 12 now have access to the new Queensland Certificate of Education (QCE) when they exit high school, it is expected that students will track their pathway through the Senior Education and Training (SET) in year 10 and will continue to have their learning accounts closely monitored over the following two years throughout their senior education period.

## SPECIALISTS SUPPORT PROGRAMS

Through a close partnerships with Mundubbera State School's Special Education Unit, we support Students with learning difficulties in an outreach model that allows adjustment to meet special needs. All students who require additional support are partnered with learning support staff for modified and supported programs.

## Extra curricula activities

We have expanded our interschool sport program but remain challenged by the distance between schools and the effect this has on disruption to core curriculum. Instrumental music remains a priority but retention in the secondary program is a challenge.

The Gayndah Community Health Triathlon was very successful with increased participation by students. Most extracurricular activities are embedded within community based programs and our close partnerships with community organisations encourage broad participation.

Rugby League participation has increased with a revamped competition. We aim to increase the profile for school sport by introducing a school football jumper and sports shirt including a school mascot in 2010.

## How computers are used to assist learning

We remain committed to being a technology leader and maintain a computer ratio better than 1:2 and all computers are less than 5 years old.

All teachers utilise technology effectively in all subject areas with a model of curriculum and technology integration. We employ two computer technicians (1.6) and feeder schools remain committed to accessing our technician on a casual basis. Our Head of Department (Technology) continues to deliver the Pedagogical Licence to teachers throughout the Region as a Learning Place Mentor and our facilities are accessed by many teachers for training programs such as INTEL.

The school currently trials the One School Student Management Entree and the Principal is a One School Coalition member.

## Social climate

Burnett State College has always prioritised a pastoral care program that delivers improved outcomes for students from yrs 6-12 in study skills, personal development and leadership.

ETRF has provided significant funds for 2007-9 and programs have been expanded to include Career education, Peer Skilling, Leadership, Personal and Social Development. A 3 year plan is in place and 70mins is allocated each week and programs have been planned to ensure highly effective and engaging delivery across a range of key areas.

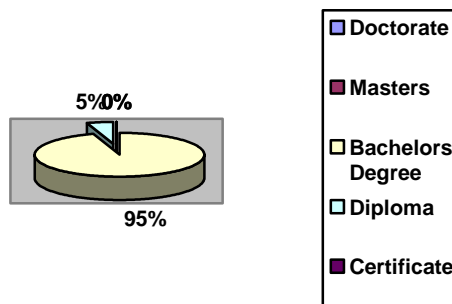
## Involving parents in their child's education.

# Our Staff Profile

Through the Parents' and Citizens' Association we encourage active parent involvement in our decision making forums. We strive to develop positive and caring interpersonal relationships between students, teachers and the community. The Parents' and Citizens' Association meets on the third Tuesday of each month at 7:30pm in the school's common room. In addition to normally scheduled Parent – Teacher interviews the college also puts on functions such as the "Fun Family Breakfast and the "Meet and Greet" evenings which have been very successful in allowing parents/carers to become familiar with our campus and to have an interactive conversation with our staff in a very social atmosphere.

## Qualifications of all Teachers

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelors Degree	95
Diploma	5
Certificate	0



Additional reporting (e.g. names and qualifications of individual teachers or staff) is at the school's discretion.

## Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$18,575.00
- The major professional development initiatives are: VET, QSA and general curriculum projects, Brain Based Learning and QCS preparation
- The involvement of teaching staff in professional development activities in 2008 was 68.8 %.

## Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

# Our Staff Profile

## Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 90 % of staff were retained by the school for the 2008 school year.

# Performance of our students

## Student attendance

The average attendance rate as a percentage in 2008 was 89.4 %.

## Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Domain	Measures	Yr 9
Reading	Average score for the school	576
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 100 %
Writing	Average score for the school	549
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 92.9 %
Spelling	Average score for the school	581
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 96.3 %
Grammar and Punctuation	Average score for the school	559
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 92.6 %
Numeracy	Average score for the school	562
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 92.9 %

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

(Note: This result affected by annual enrolment influx from nearby P-10 Feeder Schools)

110.5 %

# Performance of our students

## Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	36
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	25
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	30
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	8
Number of students receiving an Overall Position (OP).	15
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	73 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	89 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	91 %

## Post-school destination information

### YEAR 12 2007 - STUDENT DESTINATIONS

#### Burnett State College - Summary of findings

In 2008, 51.5 per cent of young people who completed their Year 12 at Burnett State College in 2007 continued in some recognised form of education and training in the year after they left school. The most common study destination was university (24.2 per cent). The combined VET study destinations accounted for 27.3 per cent of respondents, including 6.1 per cent in campus-based VET programs at Certificate IV level or higher. 21.2 per cent commenced employment-based training, either as an apprentice (6.1 per cent) or trainee (15.2 per cent). There were no respondents from this school who deferred a tertiary offer in 2008. 48.5 per cent did not enter post-school education or training, and were either employed (33.3 per cent), seeking work (12.1 per cent) or neither studying nor in the labour force (3.0 per cent).

# Performance of our students

## Value added

Burnett State College is now clearly positioned as a community centre for learning. There are clear indicators that the school contributes significantly to the whole community by providing support and strategic direction for on and off campus training. The school is accessed consistently for community training programs and services up to 7 communities through adult training initiatives. The school hosts and supports a number of community and district services including Queensland Ambulance and Health and Youth Support coordination. District and regional community meetings are often hosted at the school facility due to its central location within the Wide Bay Region.

Students are widely recognised as 'good citizens' by community members who engage with our students. School excursions, camps, work experience and events where students represent the school often lead to letters and phone calls congratulating the school on the conduct of students. The good conduct of our students strongly reflects sound community values and a whole of school commitment to values in curricular and co-curricular activities.

## Parent, student and teacher satisfaction with the school

65% of Students and 78% of Parents were satisfied that the students are getting a good education from this school.

Again, 78% of Parents also indicated that this is a good school. Parent satisfaction is comparable to state and like schools in the following areas: student outcomes, pedagogy, learning climate, school climate, school-community relations and resources.

Student responses were positive and comparable to state and like schools. However they identified some areas for improvement. Curriculum offerings were a climate for concern and have prompted a curriculum review in Semester II 2009. At level, or slightly above state and like school ratings, students at Burnett State College felt that it was a safe school and that behaviour was good.

Overall staff satisfaction is excellent. 88.6 % indicated that staff morale was good and 75% felt the ability to access Technology for learning along with support and maintenance was also very good. Staff are happy working at this school and believe their work role makes reasonable demands on them.