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Principal's foreword

Introduction

The Burpengary State School (established in 1876) is one of Queensland's larger co-educational primary schools, and its Band 11 classification recognises the size and complexity of the school. The school's opening enrolment in 2008 was 1042 children.

The school's educational program is available from the Preparatory Year through to Year 7. There are forty-three (43) classes, six (6) at the Preparatory Year level. The school has two sub-schools – the Junior School (Preparatory Year, Years 1, 2, 3, 4) and the Senior School (Years 5, 6, 7). The sub-schools are managed by designated Deputy Principals, and are quite distinctive in terms of uniforms, curriculum and teaching practice.

In 2008, the school received its first full intake of Prep children opening six classes in new facilities. Much time and planning resulted in a very smooth start to the school year and many happy faces in the new, well-equipped classrooms.

Burpengary State School's successful curriculum and the high standard achieved by the children in both State and National testing programs, allowed the school in 2007 to seek accreditation in Education Queensland's International Schools Program (I.S.P.). This was achieved in late 2008, and as a member school of the Brisbane North International Schools Alliance, this school can now accept full-fee paying students from overseas. Our school is the first State primary school to achieve this accreditation.

This year, too, witnessed an expansion of the school's respected L.O.T.E. (Languages Other Than English) program to include the study of French from Year 4 and Japanese from Year 6. The school will have the capacity from 2009 to allow children to study both languages ("the dual program") from Year 6. The development of intercultural capability is the foundation of the L.O.T.E. program and the International Schools Program, and is a distinctive vision for the curriculum of this school.

The Burpengary State School offers families a rich wholistic education. The success of the school's Performing Arts programs, including Instrumental Music, continued in 2008 with the outstanding success of the school's Arts Excellence Concerts, and the performance achievements of ensembles and bands. For example, the Senior Concert Band of sixty (60) children won the Region's premier music competition – the Fanfare Competition – and gold and silver awards in the Premier Grade at the Brisbane Festival of Music. The school's Instrumental Music program includes String, Woodwind, Brass and Percussion studies.

In the sport and Physical Education programs, the children enjoyed a full program of skill development and joy of movement. While one of the children won two gold medals at the Pan Pacific Games, the school expanded sporting opportunities by initiating the local School Friendlies competition with our four neighbouring primary schools. Team games such as Netball, Touch Football, Australian Rules and Soccer provided wonderful opportunities for our Years 6 and 7 children.

The Commonwealth Government's Active After Schools program offered an array of cost-free fun through Gymsports, Rugby skills, Soccer and Auskick.

The continuing upgrade of the school environment was given a real boost this year with the completion of the school's water conservation project, which now allows the school to harvest and store some 960,000 litres of water. This allows for the maintenance of the school ovals, play areas and gardens aiding the "clean, green" nature of the school environment.

In summation, the school has enjoyed another very successful year in all areas of student endeavour. The children have truly lived their motto "Straight to the Goal".

Future outlook

Schools are very busy places and every year presents new challenges. In 2009, progress will be made in the following areas.

- The school's Intensive L.O.T.E. (Languages Other Than English) program will continue to Stage 3 with the introduction of French Studies to Year 6. This will mean that academically talented Year 6 children will have the opportunity to study both French and Japanese for a total of four (4) hours per week. Stage 4 in 2010 will allow the dual program to continue into Year 7 and the school's first study tour to France. The first trip overseas by the Years 6 and 7 French students is anticipated for 2010.
- Accreditation of the school to meet the requirements of international educational agencies. It is anticipated that the school will participate in cultural fairs and marketing activities to attract international students.
- Extension of the Active After Schools program to provide more opportunities for children beyond team sports. Track and Field in a modified Athletics program is the proposed addition.
- The school will complete its Triennial School Review in 2009 which will enable strategic planning for the period 2010-2012. Areas which are already presenting for review are –
 - (i) The new generation model for the use of I.C.T.'s (Information Communication Technologies). The school pioneered the model of teaching laboratories and classroom "pods" and "peas" of computer clusters in classrooms. Is this model still relevant? Further, are there such real instructional advantages in white boards that makes such purchases worthwhile? What is the appropriate I.C.T.'s for Junior School children?
 - (ii) The welfare needs of primary school children is growing given the needs of children and families. The school will be reviewing its capacity to meet these growing needs and appointments of specialist staff with different skill sets may be an outcome.

In 2009 – 10

The school will explore further opportunities for the advancement of our academically talented children.

The Dr Carol Christensen's Daily Literacy program in Years 6 and 7 will be reviewed in terms of student's annual progress in the dual areas of reading skill development and inferential comprehension skills.

Our school at a glance

School Profile

Total student enrolments for this school: February 2008 - 1039

Year levels offered: Prep to Year 7

Coeducational or single sex: Co-educational

Curriculum offerings

The school has well documented curriculum programs from Preparatory Year to Year 7.

SCHOOL CURRICULUM FRAMEWORK							
THE CORE PROGRAM YEARS 1-7							
English	Mathematics	Science	Health & Physical Education: . H.R.E. . Health . Physical Education	Technology and Design	The Arts . Visual Arts . Dance . Drama . Media	Study of Society and Environment	L.O.T.E. (Yr 4-7) . Japanese . French
ENRICHMENT AND SUPPORT PROGRAMS							
. Prep-Year 1 Communications . Speech/ Language P-7 . Reading Basics Yrs 2-3 . Daily Reading - Yrs 1-3 . English Ability grouping Yrs 4-7 . Daily Literacy Program Yrs 5-7 . University of NSW Competition . Writers Trips Yrs 6-7 . Public Speaking Competitions	. Number Support Yrs 2-7 . Mathematic Competitions . University of NSW Competition	. Spotlight on Science Competitions . University of NSW competition	. Daily fitness . Intra School Sport Friendlies . District and Regional Competitions . After School Active Communities Program . Sports Clinics - Soccer - AFL - Rugby League - Gymsports	. Robotics . Multimedia . Problem Solving	. Instrumental Music Strings Yrs 3-7 Multi Yrs 4-7 . Annual Arts Concert . Performance Evenings . Eisteddfods . Junior and Senior Choirs . Music Technology Yrs 6-7	. Years 6-7 biennial Camp . Student Council . Social Skills program . Excursions . Fire/Road/ Rail Safety Programs	. Biennial Tours to Japan and France . Cultural days . Speaking Competitions

Extra curricula activities

Cultural Activities:

- Annual Arts Concert (September)
- Music Evenings featuring Instrumental Music Students
- Public Speaking and Debating Competitions
- L.O.T.E. Speaking competition
- Burpengary/Narangba Schools Stage bands for more musically able Years 6 and 7 children
- Caboolture Libraries Writing competitions
- Dance activities with Dance Academy students from local secondary school
- Student Council initiatives (e.g. Discos, Fun Fairs) to fundraise for Pearl Village school in south west China. Other projects e.g. Bushfire Appeal

Our school at a glance

- Book Club to promote personal reading
- Library monitor program.

Others:

- Supa Club - Evangelical activity to promote co-operation and empathy for others.

Physical Activities:

- After School programs offered in following -
 - Soccer (Qld ROAR)
 - AFL (Brisbane Lions)
 - Rugby League (N.R.L. Development Centre)
 - Cricket (Qld Bulls trainers)
- "Sports Friendlies" in Term 3 involving local Cluster primary schools
- Year level games and sports programs
- Carol Berry A.F.L. Cup competition (girls only)
- Gymsports offered by local Dance and Gymnastics group.

How computers are used to assist learning

The school in 2008 had a ratio of one computer for every six children in Years 3-7 (202 computers). The school has two networked Computer Laboratories (64 machines), a Robotics/Multimedia Laboratory (16 machines) and a Music Laboratory (16 machines). Pods of computers are located in all classrooms (Years 4-7), the Junior and Senior Libraries and the Music Technology Laboratory (with keyboard). The P-3 classrooms have one computer each. Approximately 98% of classrooms are connected to the school's network. All teachers have completed intensive I.T. training, reaching Certificate level. In 2008, five (5) key I.T. teachers have embarked on their Pedagogical Licence program. The school's I.T. Manager will lead this program.

The school has a documented Learning Technology Program for Years 4-7 including skills components and integrated studies e.g. Music Technology, L.O.T.E. Language programs, Multimedia presentations in English and S.O.S.E., robotics and modelling in Mathematics and Technology. All children are taught how to use the school's technology to search for Library-based materials. Internet access is available for Years 6 and 7 under Education Queensland guidelines. The school's Intranet is well used to display children's work and the "It's News" multimedia student record of school happenings.

Social climate

The school has, over the years, put in place strategies to appropriately manage the large number of young children on this site. The key strategy is the formal establishment of a Junior sub-school and Senior sub-school, involving the appointment of key management staff and the introduction of distinctive uniforms for the children.

There are designated areas for the Preparatory children, Years 1-3, Years 4 and 5 and Years 6 and 7. Children's out of class activities and play occurs with children either of age or within a certain age spread. This has ensured that the children can play with children of similar mobility, size and interests making for a safer, more supportive environment.

The school has very effective behaviour management processes both within and out of classrooms. These management processes combined with the purposeful teaching of appropriate behaviour, and an extensive Citizenship awards incentives, help generate an atmosphere of kindness, care and respect. The school's Responsible Behaviour Plan has been approved by Education Queensland.

The School Opinion Survey of parent responses had regularly scored this school significantly above the State mean especially in questions concerning student behaviour and child safety (statistically above the State mean).

Involving parents in their child's education.

The co-operative relationship between school and home is a major reason for the success of the school. Parent support is evidenced by the manner in which their children present at school, their support for the school's homework policies, their support for school fundraising initiatives, their participation in consultative parent groups e.g. Key Class Parents, Parents and Citizens Association and School Council (since 1997) as well as focus groups e.g. Craft Club, Fundraising Committee and Tuckshop.

No P&C Association monthly meeting has ever been cancelled due to a lack of a quorum in 14 years. The Association has always had a full Executive and has been active in the development of school facilities (e.g. the P&C Building and Water Conservation projects), in the provision of services e.g. the support of children's learning by the employment of a school-based Speech Language Pathologist and additional Teacher Aides, and the purchase of Home Readers to support the Years 1-3 School Reading program.

The School Council is the major strategic player in school business, school finances and strategic planning.

The School Opinion Survey has scored the quality of school-community relations statistically above State and Like Schools means for many years.

Parents/carers have a broad array of opportunities to be involved in their child's education. This involvement is fostered from the initial enrolment interview with the Deputy Principal who has this important responsibility. This interview seeks to induct the family into the school and establish the nature of the home-school partnership. While the school reports to families four times per year on the child's progress, weekly newsletters keep parents/carers fully advised on school activities, the children's achievements, items of interest to families and reports from School Council and the Parents and Citizens Association's many activities. The school conducts "at risk" interviews in March and September and parent/teacher interviews with Report Cards in June and December.

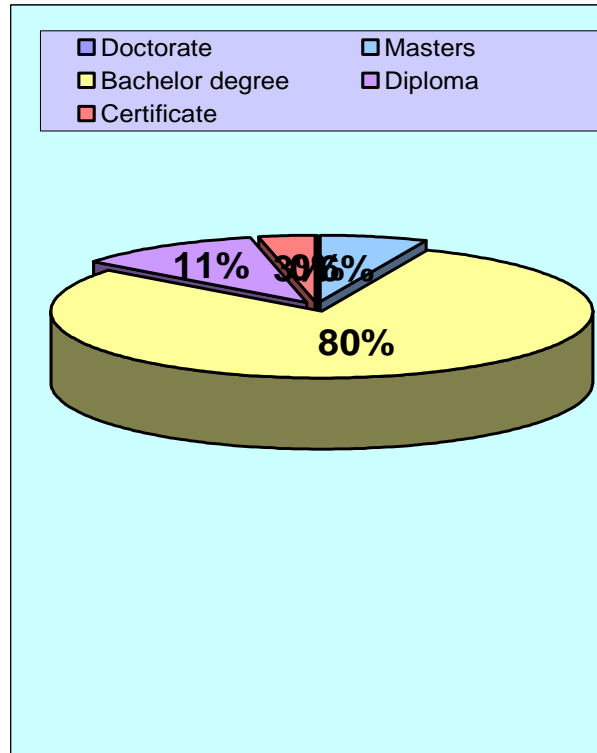
The school's excursions, swimming program, Sports Days, and Instrumental Music performances all require parental support and able volunteers to provide extra supervision and care for the children. Parents/carers are also very evident in the Junior School classrooms assisting with gross motor activities, Reading groups, Homework centres or conducting the Religious Education program.

Every November, the school recognises the 3-400 parent/carer/community volunteers with a special Afternoon Tea and gift ceremony.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	49
Diploma	7
Certificate	2



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$13,438 .
- The major professional development initiatives are as follows:

All teachers, both classroom and specialists, have a Personal Development Plan which is determined through discussions with the teacher and Deputy Principal. School-wide initiatives are established by the Principal, and teachers are encouraged to include areas for personal growth in their Professional Development Plan. Progress on the Plan is reviewed twice per year.

School-wide Professional development initiatives in 2008 included:

- . Full staff in-service by the school's Information Literacy Team on the nature of information literacy management in the school and new processes and procedures from 2008.
- . Assessment and Reporting - Further progress towards the Q.C.A.R. requirements (Queensland Assessment and Reporting Curriculum).
- . The Writing process in Year 4 reviewed.
- . Five (5) staff completed their Pedagogical licence in I.C.T.
- . Full staff in-service on the differential model of Inquiry Based Learning for Junior and Senior sub-schools.
- . Further updates on Child Protection legislation were led by the school's Guidance Officer.

The involvement of the teaching staff in professional development activities during 2008 was 86%.

Our staff profile

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 92% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93%.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	384	485	528	
	Average score for Queensland	371.1	466.1	528.1	
	For the school the percentage of students at or above the national minimum standard.	2008	95%	89%	96%
Writing	Average score for the school	407	490	518	
	Average score for Queensland	391.8	468.9	522.7	
	For the school the percentage of students at or above the national minimum standard.	2008	98%	96%	92%
Spelling	Average score for the school	394	480	538	
	Average score for Queensland	366.7	462.0	528.0	
	For the school the percentage of students at or above the national minimum standard.	2008	96%	94%	94%
Grammar and Punctuation	Average score for the school	392	509	542	
	Average score for Queensland	370.4	476.6	518.0	
	For the school the percentage of students at or above the national minimum standard.	2008	93%	93%	97%
Numeracy	Average score for the school	385	482	554	
	Average score for Queensland	367.9	458.2	539.0	
	For the school the percentage of students at or above the national minimum standard.	2008	100%	99%	100%

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	88%
Writing	89%
Number	89%

Performance of our students

Value added

The Burpengary State School's high performance in developing children's Literacy and Numeracy skills is the result of early identification of Language and Speech deficits in the Preparatory Year, or at enrolment, and the implementation of very effective Communication and Language programs. Children scoring below the 40th percentile of the Peabody Picture and Vocabulary Test in February of their Preparatory Year are in particular need, as they are unable to access the Prep curriculum due to Language and Speech delays.

The following statistics for the 2008 Year 2 children evidences this school's capacity to value add by the targeting of children's needs with highly specialised intensive programs.

Preparatory enrolment **2006** of 100 children. Peabody Picture and Vocabulary Test administered February 2006.

Scores	No. of children (n = 100)
<40 th percentile	40
41-70 th percentile	24
>70 th percentile	36

An intensive Communications program was implemented for the 40 children identified at <40th percentile in February 2006. They were re-tested October 2006.

Scores	No. of children (n = 32)
<40 th percentile	3
41-70 th percentile	16
>70 th percentile	21

The three (3) children still below the 40th percentile continued in a further Communications program in Year 1 to support oral expression and language acquisition. In Year 2 of **2008** the 2006 Prep children continued their progress to achieve these outstanding results:

2008 Year 2 Net Results n = 115 Mobility Index = 20

Continua

Reading	12% require support (13 children)
Writing	11% require support (10 children)
Number	11% require support (10 children)

With a strong Literacy and Numeracy foundation in the Junior School, the school fosters the continued growth of such skills by re-grouping the children in English from Years 4-7 into ability-based groups. This allows teachers to focus the school's English program at the child's competency level. More able children are then able to extend their English studies by accessing, for example, specialist Writing programs and Literature studies.

Performance of our students

Parent, student and teacher satisfaction with the school

Burpengary State School has enormous credibility in its community, and children moving to secondary school regularly provide anecdotal evidence of their capacity to meet both the academic and social demands of secondary school. The local secondary schools' Awards lists feature many, many former Burpengary State School students.

Parents and students satisfaction with the school is statistically well above the State mean and that of Like Schools (source: School Opinion Survey 2007). In 2007 84% of student respondents and 81% of parent respondents were satisfied with the quality of education at this school.

Workforce capability continues to improve despite a very tight labour market affecting both the quality and quantity of daily relief teachers and those available for short term contract work. Professional development of staff is supported by the required 10% of the general fund in the school budget. 81% of all staff indicated their involvement in professional activities.