

Queensland State School Reporting – 2011

Brooweena State School (1035)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

Our number one focus is providing a quality education for all students in a safe environment. This year we continued to provide quality learning programs for all students in the area of Literacy and Numeracy. Equally important is providing a positive, safe and supportive environment for students to strive to be the best they can and to promote social and emotional development to elevate learning. Our dedicated, qualified and experienced staff continues to cater for individual learning needs via intervention and extension programs.

School progress towards its goals in 2011

Much of the school's improvement focus was based around working towards the implementation of the Australian Curriculum at the beginning of 2012. Whole school programs, particularly in the areas of Literacy, Numeracy and Science were examined, re-developed and implemented in preparation for a new curriculum. During 2011, the school continued to build on its strong community involvement and partnerships. Including, various local competition entries, continual volunteer helper programs, presence at community events, performances and hosting several school community events.

Future outlook

To start 2012, the school undertook an intensive examination of student academic data and staff/student/parent opinion surveys in order to outline its improvement goals. As a result of this examination, 4 key areas of focus were highlighted.

- Early Years (P-3) Program and Explicit Teaching Programs
- Upper Years (4-7) Reading Comprehension Focus
- Working to increase student enrolment numbers
- Mathematical Problem Solving

Further information about these improvement areas, as well as a full list of identified planned implementation strategies can be obtained from the school office.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
23	10	13	92%

Characteristics of the student body:

We are predominately a rural community where student's life experiences include living and working on the land. Parents' occupations vary, while some commute to nearest city, Maryborough, others work on the land or work away from their families for extended periods of time.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 7	25
Year 8 – Year 12	
All Classes	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

In 2011, Literacy, Numeracy and Science continued to be core aspects of all learning. Integrated units based on the Key Learning Areas (KLAs) were planned and implemented as part of our curriculum program.

In Year 4-7 students study with the LOTE specialist (Japanese) and in Year 1 to Year 3 were introduced to Cultural Studies.

Students were given multiple opportunities to participate in multiple events and competitions across all KLAs in 2011.

Extra curricula activities

This year our students have been successful in a number of competitions; from winning or placing at the Teebar Show to the Maryborough Eisteddfod and Junior Bursary and the International Competition and Assessment for Schools where some students have achieved credits, distinctions and high distinctions in Computing, Math and Writing. Our school concert for 2011, showcased our students' extraordinary talents in the area of The Arts. This event saw us win 'Community Event of the Year' presented by the Fraser Coast regional Council. Congratulations to you all! A big thank you also to our students, teachers, staff and volunteers for all of their effort in making this a successful concert. Students have also been successful on many levels in sport, including cross country, athletics and team sports, even representing at district and zone level.

Social climate

safe at school' -In the opinion survey parents indicated that they were very satisfied that our school had a safe environment.

'treated fairly' - In the opinion survey parents indicated that they were satisfied that their child/ children were being treated fairly.

In the opinion survey students indicated that they were very satisfied that they were being treated fairly.

'behaviour and discipline'-

In the opinion survey parents have indicated that they are very satisfied with the behaviour of students at this school.

In the opinion survey students have indicated that they are satisfied with the behaviour of students at this school.

'happy to go to this school'-

In the opinion survey the parents have indicated that they are very satisfied that their child/ children are happy to go to school.

Some of our data has been withheld due to small cohort size in some areas.

Our school promotes very positive, supportive and safe learning environments for all students. One of our strategies which we use to equip students with stamping out bullying is the high five- ignore, talk friendly, walk away, talk firmly and report incidents. This strategy has been very effective and has reduced incidences of bullying. We also discuss issues that may arise on weekly parades and in class. Positive behaviour is rewarded with weekly gotcha's and certificates. We also introduced a new program called 'Friends for Life.' The program is designed to help students with childhood anxiety and building resilience to help children manage worry and depression now and in later life.

Parent, student and teacher satisfaction with the school

Our school at a glance

The below data represents the highly positive response of parents, students and staff with the school environment as a whole. The only response that falls below 100% highlights the fact that Professional Development opportunities cannot always be accessed by staff – predominately due to the location of the school. The school is very proud of the data set below and will work hard to ensure the positive environment created at our school continues well into the future.

NB. Some Data has been withheld due to our small cohort size.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	100%

DW – Data withheld

Involving parents in their child's education

Parent involvement in their children's education took a variety of forms in 2011 with volunteers in the classroom, at sporting events, tuckshop, mowing, functions, cake stalls, Bunnings sausage sizzle, Gympie Muster selling fire wood and by being an active member of the P&C.

Throughout the year parents were invited and encouraged to attend sharing days, parent interviews, concert and awards ceremony. Contact with teachers and visiting staff to parents are by phone, emails, notes and face to face interviews. Written reports are issued and parents are invited and encouraged to come along to interviews to discuss their child's learning. Promotion of involvement occurs in newsletter, individual contact and P&C meetings.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In our school we promoted through our units of works, newsletters and weekly parades the importance of saving electricity. For example turning lights off when leaving the room at lunch time, turning computer off at the wall at the end of the day. The school is also proud to operate using 100% rain water and boar water.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	7,102	0
2010	9,270	0
% change 10 - 11	-23%	N/A

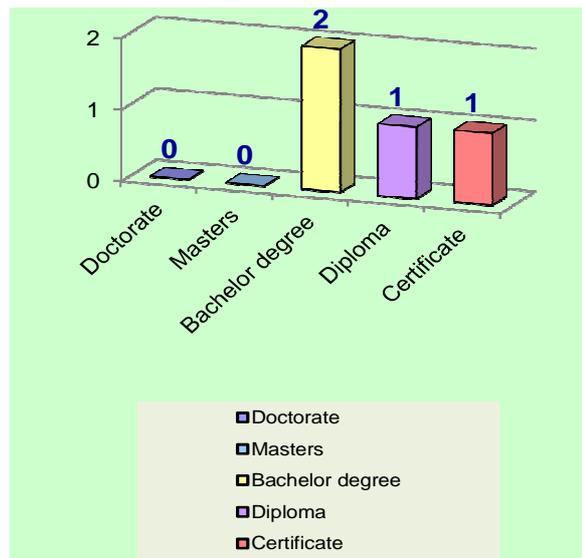
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	2
Diploma	1
Certificate	1



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$3352.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, -4% of staff was retained by the school for the entire 2011 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

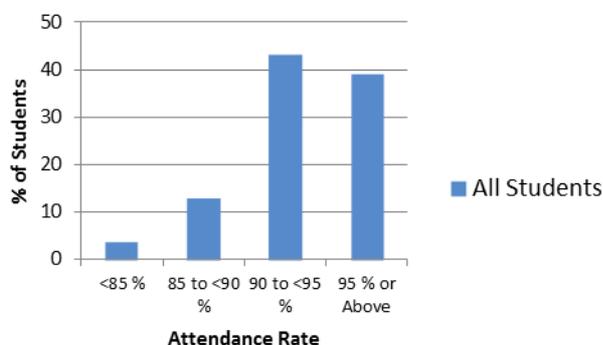
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	94%	96%	93%	98%	85%	95%					

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 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.

Attendance Policy

Our roll is marked am and pm each day.

Each parent of a child who is of compulsory age must ensure that the child is enrolled and attends school on every school day for the educational programs in which the child is enrolled, unless the parent/caregiver has a reasonable excuse. Note: Prep is not a compulsory year of schooling.

The issue of absenteeism is complex and covers a range of behaviours, including chronic absenteeism, school refusal and truancy. It is important for schools to investigate the patterns and underlying causes on non-attendance, so that appropriate strategies that address the specific type of absenteeism can be implemented.

Roles and Responsibilities

Parents/Carers:

- Ensure the child of compulsory school age (6 years old by June 30) attends school on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse
- Advise the school, preferably in writing, of the reason for any absences, if not beforehand then within 2 days of the student's return to school.

Performance of our students

- Initiate or attend meetings to discuss their child's attendance or participation in their educational program.
- Negotiate with the school, where appropriate, alterations to their child's educational program to best meet the needs of the child.

Teachers:

- Keep attendance records and monitor attendance and absenteeism of enrolled students
- Alert the principal when a student's absence is unexplained or when concerned that the explanation may be unsatisfactory.
- Refer a student to the Guidance Officer if concerned that welfare issue may be impacting on attendance.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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.

Performance of our students

Achievement – Closing the Gap

The school maintained a high level of attendance in 2010 with 94% average for all students, inclusive of Indigenous students.

The attainment of Indigenous and Non- Indigenous students cannot be commented on due to small cohort size of students in 2011 and the information supplied would identify these students.