

Brooweena State School
Queensland State School Reporting
2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report provides a review of the school's progress in 2012 and gives an insight into planning for the perceived future. Within this report, you will find specific reportable information about our school, specifically student achievement, strategies used to develop staff capacity and perception of the school by our community.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

In 2012, we had 3 main improvement goals.

1. Continue to implement a National Curriculum
2. Embed at balanced Reading Framework
3. Improve teaching of spelling and vocabulary

Goal Achievements:

1. We now have fully implemented National Curriculum delivery at our school and this curriculum has been embedded within the school's Whole School Curriculum Framework.
2. The school saw significant improvement in NAPLAN Reading Comprehension and Pat Reading diagnostic testing. We are continuing our quality teaching programs in this area in 2014 to continue to improve in this area.

Future outlook

Embed Explicit Teaching of Vocabulary as key measure to improve Reading Comprehension and Writing

Focus on Spelling as a Priority

Embed a balanced reading program

Develop a balanced writing program

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	23	10	13	92%
2012	20	10	10	100%
2013	14	3	11	71%

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

Characteristics of the student body:

At Brooweena State School, our first priority is providing a quality education for all students in safe environment. The school provides quality learning programs for all students with a sustained focus on 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.

Brooweena State School caters for students from Prep year to Grade 7. Students receive a personalized and differentiated curriculum, tailored to suit their individual learning needs and styles. Our dedicated, qualified and experienced staff continues to cater for individual learning needs via intervention and extension programs. This is achieved through application of a variety of teaching.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	17	10
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	2	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

In 2013, Literacy, Numeracy and Science continued to be core aspects of all learning. 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 2012.

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 2012, showcased our students' extraordinary talents in the area of The Arts. 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.

Our school at a glance

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.

Parent, student and staff satisfaction with the school

The below data represents the highly positive response of parents, students and staff with the school environment as a whole. 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..

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	90%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	78%	100%
they feel safe at their school* (S2037)	78%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	89%	83%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	89%	83%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	89%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Brooweena State School strives to develop and sustain productive partnerships with students, staff and their communities, local business and community organisations to support improved student learning opportunities, deliver high achievement and promote community confidence and pride in our school's ability to meet the needs of all students and enhance performance.

The below frameworks outline these partnerships and provide an overview for staff, parents and community to monitor and add to the strategies used to develop engagement.



Our school at a glance

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 bore water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	7,102	0
2011-2012	6,917	0
2012-2013	7,840	0

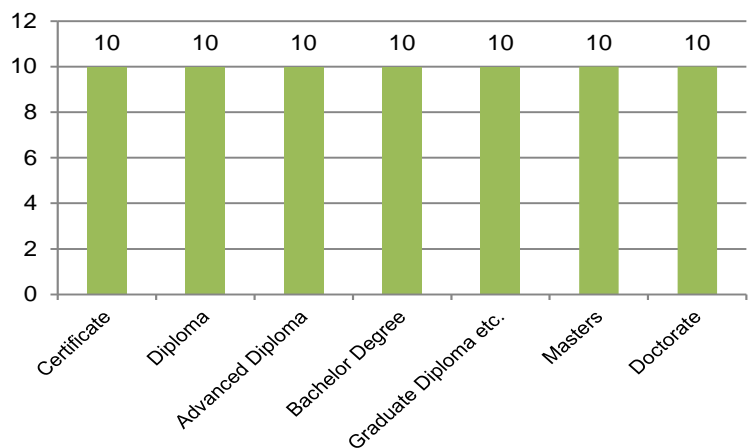
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.	10
Masters	10
Doctorate	10
Total	70



* 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

Our staff profile

The total funds expended on teacher professional development in 2013 were \$6000

The major professional development initiatives are as follows:

- Art and Science of Teaching
- Best Practice Networking
- Reading

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	100%	97%

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 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	90%	89%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

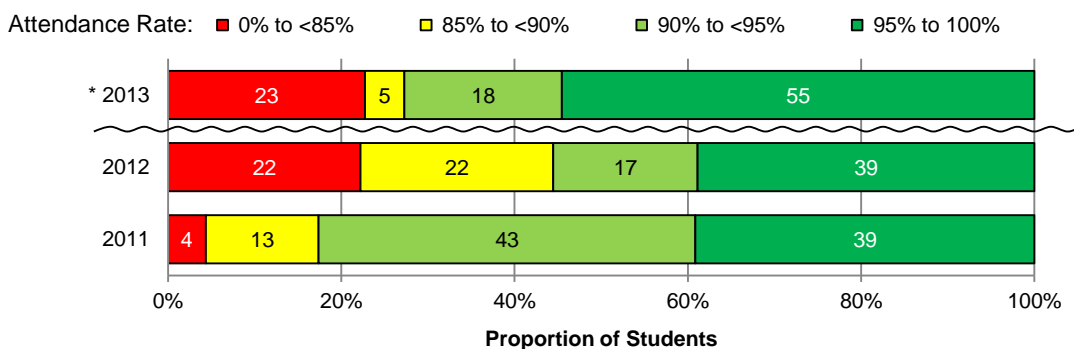
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	94%	96%	93%	98%	85%	95%					
2012	92%	DW	92%	92%		96%	85%					
2013	93%	82%	97%	80%	95%		81%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance at Brooweena State School is managed 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.

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/>.

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