

Brooweena State School Queensland State School Reporting 2015 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 2015 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.

School progress towards its goals in 2015

In 2015, we had 3 main improvement goals.

1. Continue to embed a balanced reading program
2. Continue to embed a balanced writing program
3. Develop strategies to improve student attendance

Goal Achievements:

1. The school has embedded the explicit teaching of Reading Comprehension Strategies through the use of the Gradual Release of Responsibility Model.
2. The school has embedded the explicit teaching of writing processes through the use of the Gradual Release of Responsibility Model.
3. The schools attendance rate for the year was 97% which is well above the State average.

Future outlook

- Continue to embed a balanced reading program
- Continue to embed a balanced writing program
- Develop the Reading Link Program as part of the P – 2 Literacy Block
- Continue to develop strategies to improved student attendance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	14	3	11		71%
2014	18	4	14		100%
2015	15	5	10	2	100%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 6. 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		
	2013	2014	2015
Prep – Year 3	10	17	6
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
	2013	2014*	2015**
Disciplinary Absences			
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

In 2015, 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 5-6 students study with the LOTE specialist (Japanese). Students were given a number of opportunities to participate in multiple events and competitions across all KLAs in 2015.

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 2015, 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.

How Information and Communication Technologies are used to assist learning

The school is well resourced in the area of ICT's. Each student has access to a laptop. The school has also purchased an Interactive Whiteboard which is used to assist in the delivery of the curriculum. Online programs such as Mathletics, Essential Assessment and Reading Eggs were used to assist in the teaching of Numeracy and Reading.

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

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	82%	88%
they feel safe at their school (S2037)	100%	100%	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%	91%	100%
teachers treat students fairly at their school (S2041)	83%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	83%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	60%
they feel that their school is a safe place in which to work (S2070)	100%	100%	60%
they receive useful feedback about their work at their school (S2071)	100%	100%	60%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	60%
students are treated fairly at their school (S2073)	100%	100%	60%
student behaviour is well managed at their school (S2074)	100%	100%	60%
staff are well supported at their school (S2075)	100%	100%	60%
their school takes staff opinions seriously (S2076)	100%	100%	60%
their school looks for ways to improve (S2077)	100%	100%	60%
their school is well maintained (S2078)	100%	100%	60%
their school gives them opportunities to do interesting things (S2079)	100%	100%	60%

'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

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.



Reducing the school's environmental footprint

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	7,840	0
2013-2014	4,901	0
2014-2015	5,787	

*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.

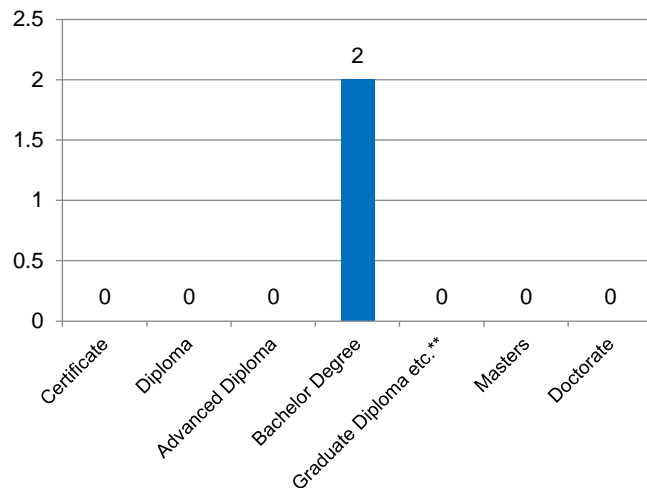
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*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

The total funds expended on teacher professional development in 2015 were \$4020.83.

The major professional development initiatives are as follows:

- Gradual Release of Responsibility Model
- Daily Rapid Reading
- Best Practise Networking

The proportion of the teaching staff involved in professional development activities during 2015 was 50%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	98%

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 2015 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

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	96%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).			98%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

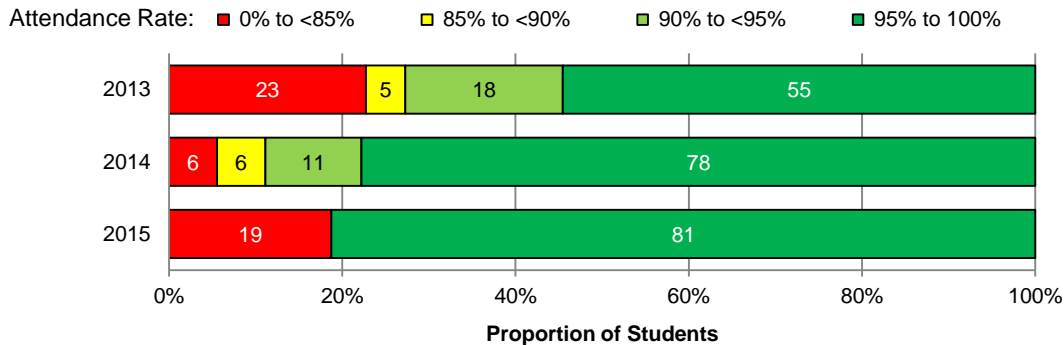
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	DW	93%	82%	97%	80%	95%		81%					
2014	98%	DW	DW	98%	91%	97%	96%						
2015	99%	97%	DW	93%	97%	98%	97%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



Description of how non-attendance is managed by the school

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.

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.

Find a school

Sector:

Government

Non-government

Where it says '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.