



Brooweena State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Brooweena State School's Mission Statement is: To provide a supportive and challenging environment where each child has the opportunity to develop their potential. Our school values include, respect, responsibility, care and compassion, doing your best and valuing lifelong learning. Our school is situated in the small township of Brooweena, located 47 km west of Maryborough and caters for students from Prep to Year 6 in multigrade co-educational classes. Our quality learning programs have a central focus on high levels of literacy and numeracy, with the remaining curriculum delivered primarily as integrated units of study. Our school promotes a safe and positive climate which enhances the learning environment of our students. In recent years, students have achieved awards in sporting, photographic/art and literacy in local shows, events and competitions. Other activities include a range of life learning experiences, for example, school camp, excursions, a school production and guest presenters. All surveyed parents are very satisfied that their child is happy to go to this school and all are satisfied that their child is treated fairly.

School progress towards its goals in 2018

Provide an outline of your improvement priorities/school goals from 2018 including:

- In 2018 our school priority was to improve writing across all learning areas. Our writing sample data shows that all students progressed in their ability to create structured sentences using language features to improve their sentences.
- Enhancing teacher knowledge of the Australian Curriculum writing demands through deepening the knowledge of achievement standards and curriculum intent in all learning areas was also a priority in 2018. This is ongoing during 2019.

Future outlook

Our key areas for improvement, as defined in our 2019 School Explicit Improvement Agenda are:

Writing

Teaching Quality

1. Enhance teacher knowledge of Australian curriculum Writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.
2. Provide time for teaching staff to plan effectively for Writing use data to inform the teaching and learning program aligned to the Australian Curriculum.

Successful Learners

1. Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities.
2. Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students.

Local Decision Making

1. Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades.
2. Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities.

School Performance

1. Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles.
2. Provide regular opportunities to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	16	12	14
Girls	4	5	5
Boys	12	7	9
Indigenous			
Enrolment continuity (Feb. – Nov.)	75%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Brooweena State School is situated in the small rural town of Brooweena 47kms west of Maryborough. The school provides a co-educational education for students from Prep to Year 6. The school's motto "Believe, Achieve, Succeed" inspires us to strive for excellence and provide quality learning programs for all students with a sustained focus on Literacy and Numeracy across all learning areas.

Students at Brooweena State School come mostly from a rural background, residing on farms and small acreages. The majority of students travel to and from school via bus from the local area.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	16	12	14
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Brooweena State School's teaching and learning program is organised around the eight learning areas of the Australian Curriculum. Our school implements the curriculum using a "learning area approach".

- Teacher's planning and assessment is supported by the Department of Education's resources called Curriculum into the Classroom (C2C).
- English curriculum is delivered and assessed based on a whole school approach designed in collaboration with other small schools in the North Coast Region and a dedicated Head of Department Regional Support team.
- To further the required skills in English, students participate in a differentiated spelling program that explicitly caters for each student's needs in ability groups for half an hour per day, two days per week.
- Numeracy is taught using the proficiency strands of fluency, understanding, problem solving and reasoning.
- Reading decoding and comprehension skills are targeted through a whole school improvement approach that includes using the Sheena Cameron comprehensions strategies, Jolly Phonics, Daily Rapid Reading and the Gradual Release model.
- Students in years 2 to 6 study with a language specialist (Japanese) once per week.
- A music specialist visits the school once per week.
- Physical Education, Health and Science are all delivered once per week with a specialist.
- Swimming lessons are undertaken for all students in term 4 at the Biggenden pool with specialist instructors.
- HASS, Design and Technologies and Digital Technologies are delivered once per week with a specialist teacher.

Co-curricular activities

Students have the opportunity to participate music eisteddfods in the region with the cooperation of our Music specialist.

- Students perform (singing) at local events such as Woocoo Historical Society Pioneer Day and ANZAC Day service.
- The school travels to join with other small schools in the region to participate in athletics carnivals and cross country, with some of students being selected in district teams for various events.
- Students are encouraged to trial for district sporting teams such as soccer, rugby league, hockey, netball etc.
- Variations to school routines such as camps and excursions are offered to coincide with explicit curriculum expectations, promotion of social and emotional development and leadership opportunities.

How information and communication technologies are used to assist learning

Each student at Brooweena State School has access to a laptop and an iPad. These are used to provide online learning programs such as Reading Eggs, Mathletics, Studyladder, access to educational learning objects and conducting research. The classroom has an interactive data projector and an interactive television panel, which are used to assist in the delivery of curriculum. A school wide digital technologies program has been implemented in 2019. This is giving students the opportunities to develop coding and robotics skills using various robots, coding programs and iPad technologies.

Social climate

Overview

Our goal is to provide every student with a safe and supportive environment, with learning as our main focus. Shared expectations have been identified within our school community, staff and students. The high standards of responsible behaviour encourage:

- Be safe
- Be responsible
- Be respectful

Positive behaviours are rewarded with GOTCHAs and prize draws on our fortnightly parades. Students at Brooweena State School are generally well-behaved, self-managed, respectful and supportive of each other and the staff of the school. Brooweena State School encourages and welcomes parent and community involvement in student activities, thus maintaining a positive social climate through mutual understanding.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	DW	100%
• this is a good school (S2035)	100%	DW	100%
• their child likes being at this school* (S2001)	100%	DW	100%
• their child feels safe at this school* (S2002)	100%	DW	100%
• their child's learning needs are being met at this school* (S2003)	100%	DW	100%
• their child is making good progress at this school* (S2004)	100%	DW	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
• teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
• teachers at this school treat students fairly* (S2008)	100%	DW	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
• this school works with them to support their child's learning* (S2010)	100%	DW	100%
• this school takes parents' opinions seriously* (S2011)	100%	DW	67%
• student behaviour is well managed at this school* (S2012)	100%	DW	100%
• this school looks for ways to improve* (S2013)	100%	DW	100%
• this school is well maintained* (S2014)	100%	DW	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	86%	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%	100%	100%
• teachers treat students fairly at their school* (S2041)	86%	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)	86%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• 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%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

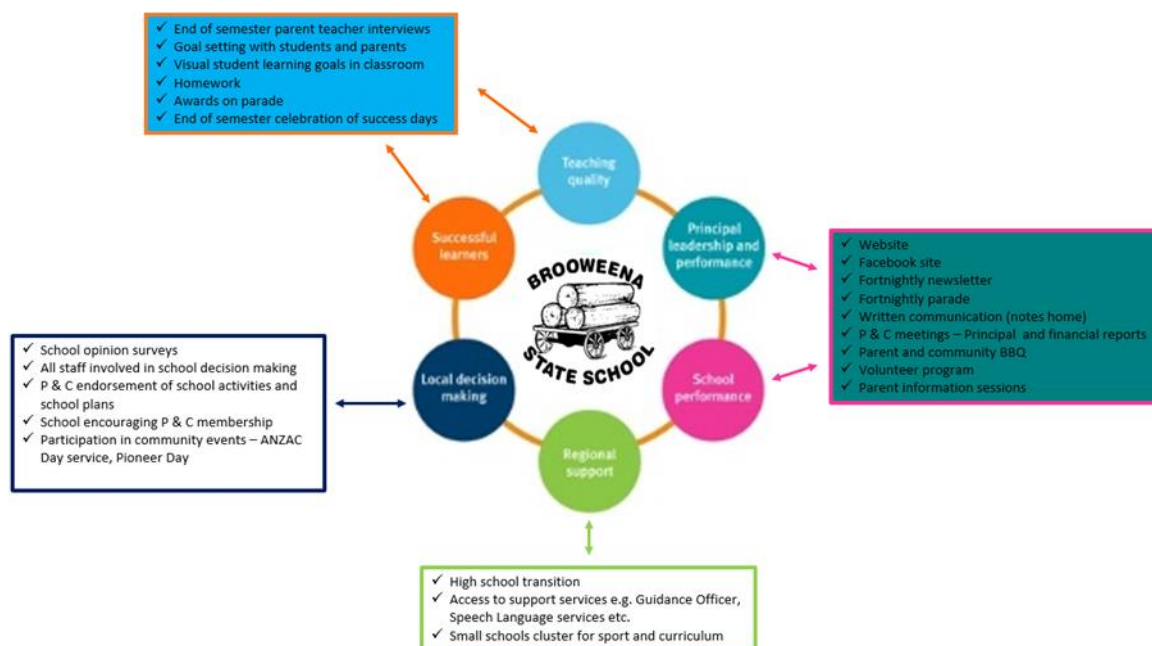
* Nationally agreed student and parent/caregiver items.

'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, 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.



Respectful relationships education programs

The school is implementing a program that focus on appropriate, respectful and healthy relationships. The school will run the Respectful Relationships Education Program beginning in Term 3 2019. Our school also promotes and focuses on the culture of:

- ✓ Be safe
- ✓ Be respectful
- ✓ Be responsible

Brooweena State School has the services of a Guidance Officer who supports and encourages our students, parents and community.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In our school we promote through the curriculum, the importance of saving electricity. For example: turning off the lights when leaving the room at lunchtime, only using air-conditioning in extreme conditions and ensuring computers and fans are switched off at the end of the day. The school subsidises electricity usage through a solar power scheme. The school is also proud to operate using 100% rain water and bore water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	11,406	7,003	10,658
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$7500.

The major professional development initiatives are as follows:

- Best practice networking
- Small school planning for English
- Small school planning for Numeracy

The proportion of the teaching staff involved in professional development activities during 2018 was 50%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	93%	93%
Attendance rate for Indigenous** students at this school	DW		

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	99%	90%	93%
Year 1	96%	93%	DW
Year 2	95%	94%	92%
Year 3	DW	92%	94%
Year 4	92%		93%
Year 5	97%	92%	
Year 6	97%	97%	DW

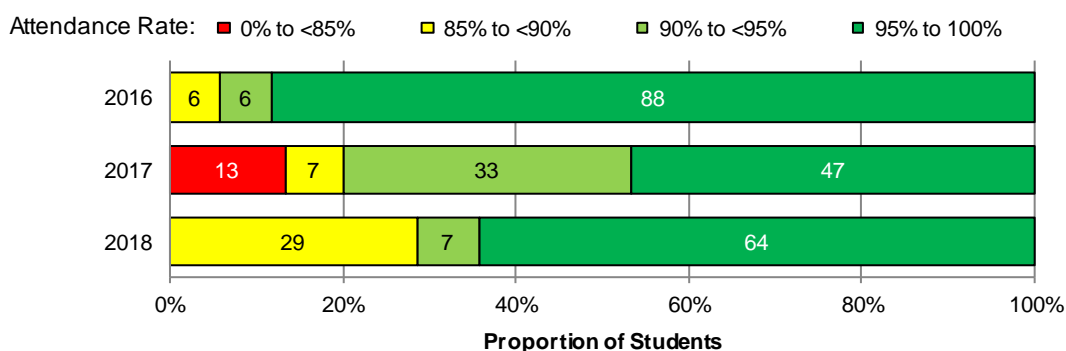
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Classroom teachers

- ❖ Mark roll using One School at 9:00am and again at 12:00pm
- ❖ Phone or text message parents for all unexplained absent students on AM roll and record in One School
- ❖ Follow up phone calls and text messages for all unexplained absent students on PM roll and record in One School
- ❖ Record any late arrivals or early departures in One School

Principal

- ❖ Enter manual PDF roll marking from supply teachers the next day
- ❖ Case manage students falling below 85% attendance
- ❖ Begin enforcement of attendance procedure in One School – Manage Incidents/Insert Child's Name/Enforcement of Attendance
- ❖ Run One School Unexplained Absences report
- ❖ Celebrate students with 100% attendance rates

Supply Teachers

- ❖ Manually mark PDF version of roll at 9:00am and again at 12:00pm
- ❖ Phone parents for all unexplained absent students on AM roll and write a note on manual roll
- ❖ Follow up phone calls for all unexplained absent students on PM roll and write a note on manual roll
- ❖ Record any late arrivals or early departures on manual roll

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.