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Principal's foreword

Introduction

All Queensland schools annually publish meaningful information for parents about student and school performance. Each year Brassall State School sets specific goals and targets as part of its Strategic Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing students and school performance against the outcomes, performance indicators and targets established in the previous year. The data reflected within this report was sourced from Education Queensland's Corporate Strategy and Performance Division and the Federal Government's *MySchool* website.

School progress towards its goals in 2011

Brassall State School's motto of *Labour and Honour* has possibly never been more evident to the broader education community than in 2011. Throughout last year the Brassall State School community demonstrated its inner resolve to 'pick itself up', 'dust itself off' and get on with job of ensuring every day, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

The school was devastated by the January floods. The entire school was affected with over 80% of classrooms losing literally 'everything'. The other 20% of classrooms lost electricity, computer connectivity and many valuable resources. Our Library lost every resource, all reading books were lost, sporting equipment lost, all Administration files lost and many teachers lost all their teaching resources. Staff and students had much difficulty in working with computers until Semester 2, due to major connectivity issues.

Despite this devastating event, many of the staff worked tirelessly for the 10 days prior to school commencing, from dawn until after dusk to ensure Brassall students were to begin school the same time as all other State Schools across Queensland. Teachers based themselves at Ipswich District Office and ordered resources that could be used without computer access. Our Year 6 and 7 students walked to and from Ipswich State High School each day for all of Term 1. Their 'home' for this period was temporary demountables, hastily assembled within the neighbouring Ipswich State High School grounds.

Resources purchased focussed on supporting immediate essential programming needs, primarily Reading, Mathematics and Science. Action plans were put into place to support both students and staff who were severely affected by the flood personally and professionally. Literacy and Numeracy blocks continued to be implemented in classrooms to continue the schools' focus and improvement in these areas. Teacher Aides were again used to support Reading. The school's Literacy Coach was utilised in improving teacher pedagogy and enhancing student learning. Professional development for teaching staff focussed on 'OneSchool' competency and implementation of the National Curriculum.

Future outlook

Brassall State School has a strong reputation in the school community as a good school. The aim of the next 12 months is to maintain and further enhance this reputation, transforming Brassall from a good school to a great school. From 2012, the school will implement a range of initiatives as described in our Annual Implementation Plan. During 2012, the main focus as a professional community is improving both the academic and social outcomes for all of Brassall's students, through effective and inclusive pedagogy which reflects the school's vision and philosophy, through:



2012 Annual Implementation Plan Domains	Key Priorities
School Community and Partnerships	Implement strategies focussed on Literacy, Numeracy, Attendance and Community Partnerships for Indigenous students and families.
School Curriculum	Implement the Australian National Curriculum: English, Mathematics and Science.
Teaching Practice	Develop and embed whole school approaches to the teaching of Reading and Reading Comprehension.
Principal Leadership and school capability	Commence whole school engagement in School Wide Positive Behaviour Support program.

School Profile

Brassall State School is located on the corner of Pine Mountain Road and Hunter Street on the western edge of the Ipswich city precinct. The school is part of the Metropolitan Region of schools. The school is surrounded by significant housing development which continues to impact positively on enrolments. Brassall State School is a **co-educational** setting offering a comprehensive education from **Prep to Year 7**.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
749	374	375	90%

Characteristics of the student body:

Due to the school's proximity to R.A.A.F Base Amberley, Brassall has a significant number of children whose parents are members of the A.D.F. The school provides support for these 30 children through Brassall's Defence Force funded Teacher Aide.

The school also caters for a range of students with disabilities, predominately students with either an Intellectual impairment or Asperger's syndrome. Brassall's population of students with disabilities reflects approximately 7% of the total school enrolment.

Aboriginal and Torres Strait Islander students reflect approximately 13% of the total school population. Over the next two years, Brassall will implement a range of strategies to improve Literacy, Numeracy, Attendance rates and Community engagement for Indigenous students and their families as part of the Federal Government's *Focus Schools Next Steps* initiative.

Approximately 90% of Year 7 students at Brassall State School proudly attended State High Schools within the local district.

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

Phase	Average Class Size
Prep – Year 3	23
Year 4 – Year 10	23.9
Year 11 – Year 12	N/A
All Classes	23.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	148
Long Suspensions - 6 to 20 days	8
Exclusions	2
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

In 2011 Brassall's teachers worked with year level colleagues, the Literacy Coach, Head of Curriculum and Administration to plan for the transition to the new Australian Curriculum. Teachers planned for the differences between current expectations of student learning and the future assumptions of student ability outlined in the National Curriculum, particularly in the areas of English, Mathematics and Science.

Reading and Reading Comprehension is the priority for all classroom teachers at Brassall State School. Classroom teachers work with a Literacy Coach to develop and enhance their Reading Programs. We have a school-wide approach to the teaching of Reading and Reading Comprehension, ensuring consistency and familiarity across all year levels.

Teachers continue planning and teaching SOSE, Technology and The Arts using the Essential Learning's but began to incorporate content outlined in the Draft Australian Curriculum: History. Science was delivered as a specialist lesson for Years 1- 7 with a focus on 'Inquiry Processes'.

Indigenous perspectives continued to influence school programs in 2011. Every child from Prep to Year 7 was involved in a day of celebration recognising NAIDOC week. Children participated in various activities including storytelling, painting and Indigenous games. An Indigenous dance troupe performed for the entire school.

Brassall State School offers two (1.4 FTE) Support Teachers – Literacy and Numeracy who develop and monitor support programs to ensure students with learning difficulties can access the curriculum through flexible models of delivery including; in-class, individual, small group and focussed learning episodes linked to achieving class learning outcomes.

Programs for **Students with (Low Incidence) Disabilities** are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customized learning experience based on each child's learning needs. A range of support measures across for students with disabilities includes: SEP classes, in-class support or a combination of both. Currently at Brassall State School, we offer Literacy and Numeracy programs, fine and gross motor programs, social skills and community access programs. Students have opportunities to participate in sporting events across a range of disabilities along with daily living skills development where appropriate.

Extra curricula activities

Children at Brassall State School are provided with opportunities to participate in the following extra curricula activities:

- Student Council
- School Music Concerts and Public Performances
- Optiminds
- Library Assistants Program (Year 7)
- Interschool Sports – Summer and Winter Programs
- Instrumental Music Programs
- Choral Speaking
- Choir – Junior and Senior
- Glee Club
- Book Club
- After School Activities
- Camps (Years 5-7)
- Excursions and 'On-site' activities (Twice Yearly - All Year Levels)

How Information and Communication Technologies are used to assist learning

The school has a minimum of 2 computers in every classroom. All computers are connected to the internet and the EQ Network to support student learning. In addition, the school also has 2 computer laboratories with 25 computers that are connected to the internet and the EQ network. Each class is timetabled a minimum of 1 hour per week in a computer lab to allow teachers to deliver explicit ICT lessons as part of curriculum programs. Every teaching classroom is outfitted with an Interactive Whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular allows the presentation and execution of resources that support the National Curriculum.

Computer use at Brassall State School is primarily intended to support student learning. Focus skills are for purposeful activities so children are able to access the curriculum, as well as being functional in a technological world. Children use virtual classrooms (EdStudios) to access the curriculum, and to correspond with their teachers, which supports differentiated learning. Programs have been added to the school network, and access has been purchased to sites that

support literacy and numeracy skills, specifically catering to individual learning needs. In some cases, these can also be accessed at home and is supported by parents/caregivers. Children also access computers to research, communicate on the internet and by email and they present their working using programs such as PowerPoint, Publisher and Word. Students are taught skills to enable them to be proficient users of the technology that is currently required to function in society.

One of the computer labs is also a classified 'play' area during break periods. This supports children who prefer indoor activities, a more quiet environment, and allows children to pursue personal interests (under teacher supervision), as well as accessing sites that support literacy and numeracy.

NeoBoards are a tool that are used to support individual learning styles, and allow some children to demonstrate knowledge and understanding, when fine motor skills, speed, spelling or handwriting impede the conveying of learning. Point2View projection devices have been purchased on a trial basis. These are being used by teachers in a variety of ways: to project experiments being carried out by the teacher so that all children have a clear view of the process; in handwriting lessons, so the teacher is able to demonstrate grip and script sequence to the whole class; the projection of illustrations that support a text; another mode of photography of student work samples.

Social climate

Brassall State School promotes the 4 Brassall "B's" (Be Respectful, Be Responsible, Be Safe and Be A Learner) and asks all members of the community to support and respect these values. There is a strong focus on the use of proactive and supportive strategies to foster in children an enthusiasm to participate in school and its many opportunities.

The development and introduction of the Brassall State School anti-bullying program was undertaken with a shortened version introduced in Term 4 and the full implementation to take place in Semester 1, 2012. The Principal and Deputy Principal attended an initial meeting for the introduction of School Wide Positive Behaviour Support. The initial staff survey undertaken showed 99% support for the introduction of this program.

Children are encouraged to be organised, show initiative, treat people with respect and display courage by always being willing to have a go. Brassall's staff is committed to achieving a high standard of learning outcomes for all students. Staff members act professionally and work collaboratively. All teachers, in each year level, plan together with the help of the Head of Curriculum and are committed to the introduction of the Australian Curriculum throughout 2012.

Parents play an important role within the school. An active P&C Association provides support to the Principal, organises social functions for children and parents, and raises extensive funds to support the school. Parents are encouraged to be participants in their child's learning. A school Chaplain works at the school 8 days per fortnight to provide pastoral care and supportive strategies that enhance the social and emotional wellbeing of children. School decision making is effective through a collaborative process involving all stakeholders. At Brassall State School, we believe that while the individual circumstances of children need to be considered, so too does the rights of other children in the class to engage in learning, and those in the playground to feel safe.

Parent, student and teacher satisfaction with the school

The 2011 School Opinion Survey Data indicates the following levels of satisfaction in relation to key school performance indicators:

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	70%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	82%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%
Percentage of staff members satisfied with morale in the school	77%

DW – Data withheld

Involving parents in their child's education

Brassall State School encourages the fostering of strong Parent/Carer partnerships with the school to maximise children's learning. Brassall State School have an active P&C committee. Monthly meetings allow correspondence between parents, teachers and administration. Parents also meet independently to maintain successful Mothers' and Fathers' Day Stalls. This group have fortnightly meetings on a Monday morning. Approximately 16 Mothers attend this function. An open invitation is extended to all parents to assist with organised reading activities and general assistance in the classroom.

Parents of prospective enrolments to Prep are invited to information sessions that are facilitated by the Prep teachers. All children enrolling in Prep participate in an interview with their parents. The opportunity is provided for parents to express any concerns about their child's learning and development, as well as communicate any special needs (learning, medical etc.) to the school. Following this, a 'Meet the Teacher' afternoon is held in Term 4. Prep parents are encouraged to attend, with their children, to meet the teacher for the following year and become familiar with the school.

Performing Arts are an integral part of the culture at Brassall State School, supporting Literacy through participation in choral speaking and singing groups. The Performing Arts Support Group (consisting of teachers and parents) meet once each month, discussing the activities of the groups and future endeavours. Parent helpers assist in the execution of public performances.

All children who enrol at Brassall State School are involved in the enrolment process. Parents/caregivers, the child and a member of administration meet to discuss the child's history and needs (both learning and social) and the school's expectations are made clear. The school has an open door policy, and communication between the parent/caregiver and classroom teacher/administration team is encouraged at the time of enrolment. Parent/teacher interviews are offered twice per year and are a valuable opportunity for parents/caregivers to be kept informed of their child's progress, as well as to share any concerns with the classroom teacher. On average, 65% of parents attend these interviews.

Families as First Teachers (FAFT) operates from the school's Function Room, and is run by the school's Indigenous Support Aide. While this was targeted as an Indigenous Parenting Support Services Program, all families are welcome and encouraged to attend. This operates as a play based program that supports families through modelling, side-by-side engagement and discussion.

Reducing the school's environmental footprint

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

The impact of the January floods and the long term 'after effects' did not allow for overall utilities usage data to be captured accurately throughout 2011.

Environmental footprint indicators, 2010-2011

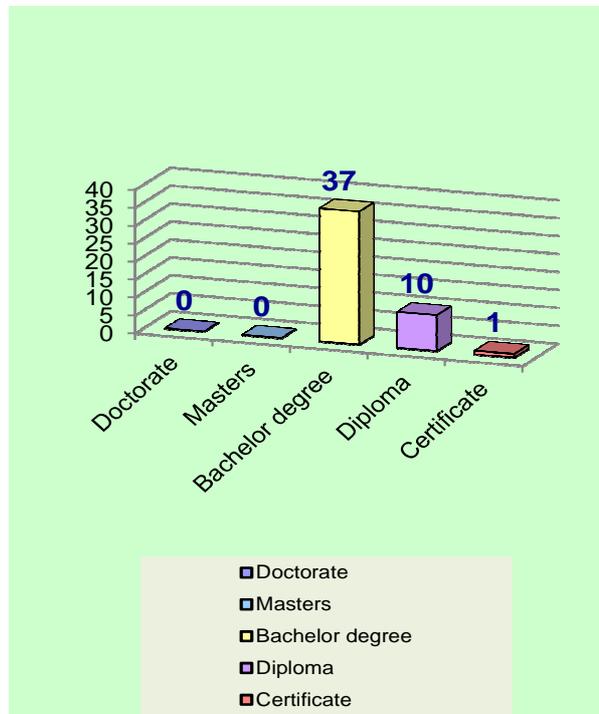
	Electricity KwH	Water KL
2011	0	0
2010	119,092	1,918
% change 10 - 11	-100%	-100%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	23	<5
Full-time equivalents	45	16	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	37
Diploma	10
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$ 17,500.00

The major professional development initiatives are as follows:

- Transition to the Australian Curriculum (English, Mathematics and Science).
- Positive Behaviour Support (Whole Staff).
- First Steps in Writing
- Jolly Phonics

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, 84% 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

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

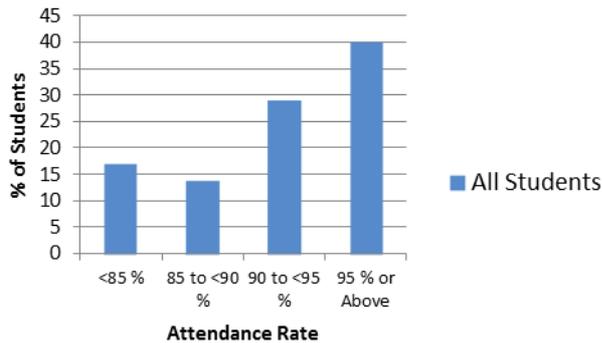
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

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
92%	91%	92%	90%	93%	92%	91%	N/A	N/A	N/A	N/A	N/A

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

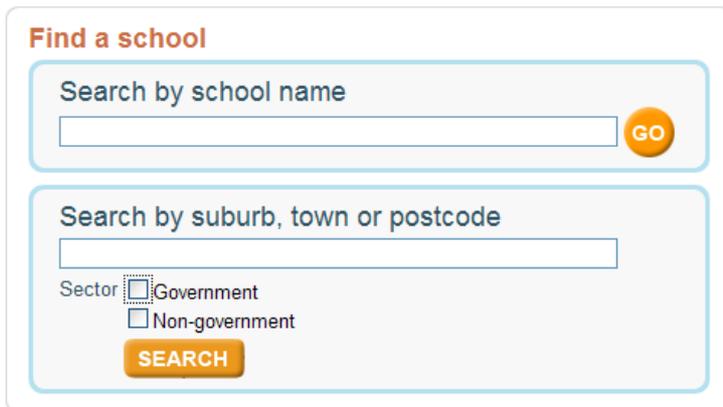
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called to explain and are given the information regarding the requirements of compulsory participation. Continual absences are followed by formal letters. We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful. Rolls are marked twice a day, in the morning and in the afternoon. Rolls are submitted to the office on a twice weekly basis. All staff receives instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education and Training, Queensland.

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

Achievement – Closing the Gap

The **Closing the Gap Education Strategy**, builds on and extends the Department's *Partners for Success* Indigenous education strategy, and is based on that strategy's priority areas of attendance, retention, attainment and work force capacity. The Department of Education and Training's '*Closing the Gap*' Education Strategy has three key targets: to halve the gap in Year 3 reading and numeracy by 2012 and to close the gap in student attendance by 2013 and in Year 12 retention by 2013. The strategy delivers a targeted and decentralised approach to Indigenous education in Queensland and contains proactive interventions that will improve teaching and learning outcomes.

For 2011, Brassall State School can report on the following aspects of the '*Closing the Gap*' strategy:

Attendance: Brassall's Indigenous students' attendance range was 2.2% lower than that of all students' attendance range at the school in 2011.

Attainment: Brassall's Indigenous students in Year 3 attained the following results in NAPLAN 2011. Please note the scores reflect 'Mean Scale' scores.

NAPLAN 2011	Brassall Indigenous Students	Brassall Non-Indigenous Students	All Queensland Students
Reading	352	371	370
Writing	330	364	377
Numeracy	334	359	361

Retention: This relates to Secondary schools only.