

# Brassall State School (0571)

## Queensland State School Reporting

### 2012 School Annual Report



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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.

This report articulates the achievements of Brassall State School during the 2012 school year. Brassall State School maintains high expectations for student achievement and behaviour and has equally high expectations for teacher professionalism. 2012 was a year of re-establishing Brassall's reputation within the Ipswich school community as a school focussed on academic improvement for all students and celebrating the achievements of our students in all aspects of school life, especially in the fields of performing arts and sporting pursuits.

After the devastation of the 2011 floods, Brassall State School enjoyed a very positive year and all credit must go to all the staff, students, parents and community members for their contributions throughout the year. For 2013 and beyond we will continue to strive for excellence in education within a positive and caring environment.

### School progress towards its goals in 2012

The school worked very hard and productively on achieving the major aims in the 2012 Annual Implementation Plan. All major objectives were achieved or progressed significantly, with a clear focus on keeping *the main things, the main things* throughout the year.

**Reading** and the ability to comprehend what is being read are fundamental skills that all students need. At Brassall we have a clear focus - it is our focus this year and will be our focus next year - Reading and Reading Comprehension. In 2012, all teaching staff and teacher aides undertook ongoing training and coaching to enhance their skills and knowledge in the teaching of Reading. Dr Michele Anstey and Dr Geoff Bull were engaged throughout 2012, focussing on working with staff to establish a whole school approach to Reading centred on the *Four Resource Model*.

The introduction of **School Wide Positive Behaviour Support** in 2012, has been important to establish high standards and expectations of student behaviour so Brassall parents are confident that children are learning in a safe and disciplined environment, where teachers can get on with teaching.

This year saw the introduction of a **National Curriculum** for all Australian schools with English, Mathematics and Science the first subjects to be introduced. The National Curriculum has changed what is taught and when it is taught, and it has increased the learning expectations of our students. 2012 was an enormous year of academic changes but our Brassall students have continued to apply themselves and work hard at reaching their learning goals.

# Queensland State School Reporting

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2012 Annual Implementation Plan Domains	Key Priorities	2102 Overall Status
School Community and Partnerships	Implement strategies focussed on Literacy, Numeracy, Attendance and Community Partnerships for Indigenous students and families.	In progress due to the nature of the program being a 2 year Federal project that officially commenced in Semester 2, 2012.
School Curriculum	Implement the Australian National Curriculum: English, Mathematics and Science.	Achieved.
Teaching Practice	Develop and embed whole school approaches to the teaching of Reading and Reading Comprehension.	This focus has continued into 2013. The <b>Four Resources Model</b> introduced as a whole school approach to Reading.
Principal Leadership and school capability	Commence whole school engagement in School Wide Positive Behaviour Support program.	Tier 1 training of School Wide Positive Behaviour Support program and immediate school leadership team achieved.

### Future outlook

In 2013 we plan to implement the range of initiatives as outlined in our 2012 School Implementation Plan. These initiatives will enable us to continue to produce excellent learning outcomes for our students.

2013 Annual Implementation Plan Key Priorities	School Focus
Implement the Australian Curriculum	Implement 'History' as next step in National Curriculum agenda.
Implement whole school pedagogical practices.	Commence work on developing Brassall State School Pedagogical Framework based on 'Explicit Instruction' Model (Archer and Hughes).
Using data to inform teaching practice.	Embed Brassall's 2013 Assessment Framework and commence internal Tracking of student achievement data.
Develop Instructional leadership with a focus on workforce performance.	Continue whole school engagement in School Wide Positive Behaviour Support program.
Develop productive partnerships with students, staff, parents and the community.	Continue to implement strategies focussed on Literacy, Numeracy, Attendance and Community Partnerships for Indigenous students and families.
Improve school performance.	Further embed whole school approaches to the teaching of Reading and Reading Comprehension.
Plan Year 7 transition to High School.	Engage in regional initiatives and activities "Getting Ready for Junior Secondary".

# Our school at a glance

## 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	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	724	364	360	91%
2011	749	374	375	90%
2012	747	382	365	90%

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

### 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 35 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 9% of the total school enrolment.

Aboriginal and Torres Strait Islander students reflect approximately 15% of the total school population. Brassall will continue to 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.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	22
Year 4 – Year 10	25	24	23
Year 11 – Year 12	N/A	N/A	N/A

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	161	148	126
Long Suspensions - 6 to 20 days	5	8	12
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings:

In 2012 Brassall's Prep to Year 7 teachers implemented the new Australian Curriculum subject areas of English, Mathematics and Science. They worked collaboratively with year level colleagues, the Literacy Coaches, Head of Curriculum, Head of Special Education and Support Teacher: Literacy and Numeracy to adapt the C2C unit plans to reflect the needs of our students. Classroom Teachers continued to plan and teach the Essential Learning's in the areas of SOSE, Technology and The Arts.

Reading and Reading Comprehension continued to be the priority for all classroom teachers at Brassall State School. Classroom teachers employ the expertise of the Literacy Coaches when planning, implementing and reflecting upon their literacy programs. In 2012, we established a professional relationship with Dr Michele Anstey and Dr Geoff Bull to work with the school in developing a Reading Framework based on the Four Resource Model. Our school-wide approach to the teaching of Reading and Reading Comprehension ensures consistency and familiarity across all year levels.

Languages other than English (L.O.T.E) returned to Brassall State School in 2012, with Japanese Language lessons being delivered to all students in Years 5-7. Japanese is also the L.O.T.E offering at Ipswich State High School.

Indigenous perspectives were clearly embedded within the C2C units and supported at Brassall State School by the Indigenous Support Officer, Lisa Graham. Students from Prep to Year 7 were involved in a day of celebration recognising NAIDOC week. Children participated in various activities including storytelling, painting and Indigenous games.

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 for students with disabilities includes: SEP classes, in-class support or a combination of both.

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### 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
- Maths Team Challenge
- Writing Workshop – Ipswich Town Library
- 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)

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### 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 the C2C resources that support implementation of the National Curriculum.

## Our school at a glance

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 work 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.

Our Special Education Unit has 10 iPads and each student has access to these tools, predominantly using Literacy and Numeracy Application (i.e. 'apps'). In 2012, the school purchased an additional 6 iPads that have been loaned to teachers as part of a trial, prefacing the introduction of iPads for teachers in each classroom in 2013-2014. Teachers have been encouraged to use these as a teaching tool, for curriculum access and enhanced classroom management. Classroom teachers have been accessing Roll Marking, Literacy and Numeracy apps that are either used for independent support, or as a whole class activity on the Interactive Whiteboard.

### Social climate

2012 saw Brassall State School begin Tier 1 training for School Wide Positive Behaviour Support (SWPBS). A hard working Leadership team and a wider committee were established to support the process of implementing the SWPBS program. To commence the process the school undertook a review of all current practices and policies to form a point of reference undertaken by the regional SWPBS Coach. Throughout 2012, Leadership meetings were held fortnightly and broader committee meetings monthly. The Leadership team attended 4 professional development days including the National Conference to progress SWPBS in our school. The focus stayed on the 4 Brassall "B's" (Be Respectful, Be Responsible, Be Safe, Be a Learner) and these were displayed and explicitly taught and referred to throughout the year. In Term 4 the school undertook a branding and icon competition to discover our Brassall State School Icon. Once again the entire community became focussed and enthusiastic and the end result was "Buzz" the Brassall Bee. The focus at Brassall State School is on the use of proactive and supportive strategies to foster in children an enthusiasm to participate in school and its many opportunities.

Parents and community also play an important role within the school life. Community play a very active role in our very special yearly ANZAC Ceremony, our Walk To School days and other important days throughout the school year. An active P & C Association provides support to the Principal and raises extensive funds to support the school. Parents are encouraged to be participants in their child's education. A School Chaplain works 4 days per fortnight to provide pastoral care and supportive strategies that enhance the social and emotional wellbeing of our children.

The new role of Indigenous Liaison Officer at our school has increased the educational outcomes of our ATSI children and the involvement of ATSI parents within our school community. 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 staff satisfaction with the school

Annually, Education Queensland undertakes a School Opinion Survey process to gauge Parent, Student and Teacher opinions on aspects of school operations. All staff are surveyed as well as all students in Year 5 and 7. In addition, each year up to 40 of our families are randomly selected for the survey process. The excellent results in the table below are from the School Opinion Survey in 2012. The overall level of satisfaction by the school community in the performance of our school is high in most areas. For a school the size of Brassall, the student and staff results listed below are to be celebrated and are significant improvements on previous years.

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	81.0%
this is a good school	81.8%
their child likes being at this school*	86.4%
their child feels safe at this school*	90.5%
their child's learning needs are being met at this school*	72.7%
their child is making good progress at this school*	71.4%
teachers at this school expect their child to do his or her best*	86.4%
teachers at this school provide their child with useful feedback about his or her school work*	81.8%
teachers at this school motivate their child to learn*	81.0%
teachers at this school treat students fairly*	90.9%
they can talk to their child's teachers about their concerns*	85.7%
this school works with them to support their child's learning*	81.8%
this school takes parents' opinions seriously*	85.7%
student behaviour is well managed at this school*	72.7%
this school looks for ways to improve*	81.0%
this school is well maintained*	86.4%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	93.9%
they like being at their school*	89.7%
they feel safe at their school*	89.7%
their teachers motivate them to learn*	94.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.6%
teachers treat students fairly at their school*	92.2%
they can talk to their teachers about their concerns*	86.2%
their school takes students' opinions seriously*	93.9%

## Our school at a glance

student behaviour is well managed at their school*	72.4%
their school looks for ways to improve*	99.1%
their school is well maintained*	96.5%
their school gives them opportunities to do interesting things*	94.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	87.3%
with the individual staff morale items	94.5%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parental involvement in each child's education is encouraged and ample opportunities exist at various levels to enable parents to be engaged to a level that suits them best. This involvement ranges from attendance at events and functions to volunteering to assist in classrooms, through to involvement at a decision making level through the P&C Association. Brassall's energetic P&C Association works cooperatively within the whole school and supports the operation of a Tuckshop and Uniform Shop. The resurgence of a volunteer fundraising group was a major feature in 2012. A small but dedicated group of 'Brassall Mum's' successfully coordinated a number of fundraising events throughout the year, raising nearly \$15,000.

Performing Arts are an integral part of the culture at Brassall State School, supporting Literacy through participation in Choral speaking and Choir 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.

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.

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. Due to external funding cuts, sadly this program has concluded in 2013.

## Reducing the school's environmental footprint

During 2012 the school adopted many sustainable initiatives including installing solar panels, paper and cardboard recycling, water tanks and 'veggie/flower gardens'. Staff Meetings continually feature snapshot segments on environmental best practice which teaching and non-teaching staff are encouraged to incorporate into daily activities. The school's Workplace Health and Safety Officer and Business Services Manager regularly monitor water usage in key areas including toilets and irrigation.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	119,092	1,918
2010-2011	0	0
2011-2012	141,207	2,564

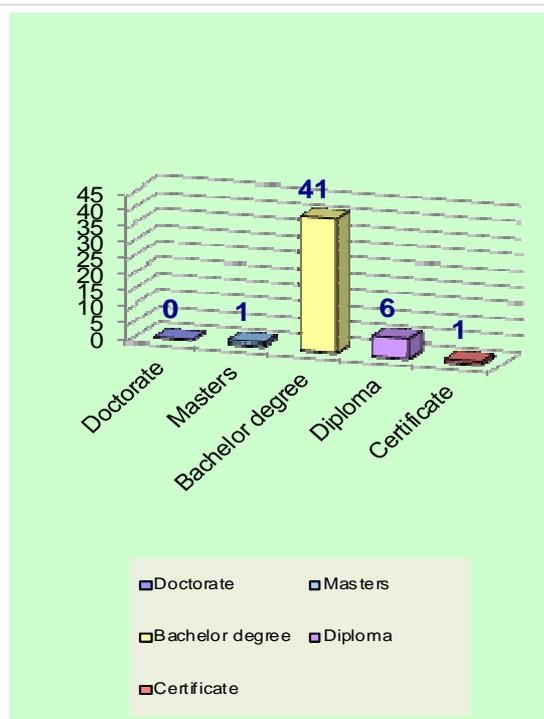
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	23	<5
Full-time equivalents	45.7	17.3	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	41
Diploma	6
Certificate	1



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$16 623.

The major professional development initiatives are as follows:

- The Four Resources Model: A Whole School Approach to Reading.
- School Wide Positive Behaviour Support: Tier 1 Training and SWPBS National Conference.
- ESL Language Leader Training: The Break it Down, Build It Up model.
- Seven Steps to Writing Success and Persuasive Writing workshops.
- Developing Personalised Learning Plans for Indigenous students.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Our staff profile

## Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.2%	95.2%	95.5%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 99.8% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

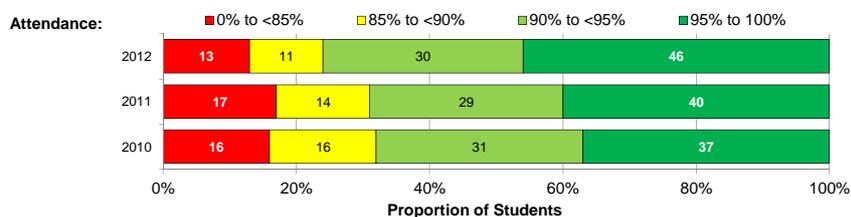
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	92%	91%	92%	92%	92%	90%	N/A	N/A	N/A	N/A	N/A
2011	92%	91%	92%	90%	93%	92%	91%	N/A	N/A	N/A	N/A	N/A
2012	90%	92%	92%	93%	93%	94%	92%	N/A	N/A	N/A	N/A	N/A

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 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 receive instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education and Training, Queensland.

Brassall is clearly focussed on ensuring students attend school regularly and a consistent pattern of follow-up letters and phone calls to parents to promote the need for increased attendance is in place. School rolls are marked twice daily and school newsletters frequently encourage parents and students to ensure regular and punctual attendance.

# Performance of our students

## 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.

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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.

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## 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 2012, Brassall State School can report on the following aspects of the '*Closing the Gap*' strategy:

**Attendance:** Brassall's Indigenous students' attendance range was 1.2% lower than that of all students' attendance range at the school in 2012. The figure reflects a 1% improvement on 2011 attendance data.

**Attainment:** Brassall's Indigenous students in Year 3 attained the following results in NAPLAN 2012. Please note the scores reflect 'Mean Scale' scores.

NAPLAN 2012	Brassall Indigenous Students	Brassall Non-Indigenous Students	All Queensland Students
Reading	332	367	403
Writing	329	325	399
Spelling	328	344	394
Grammar & Punctuation	298	336	404
Numeracy	303	316	376

**Retention:** This relates to Secondary schools only.