

Brassall State School

Queensland State School Reporting

2013 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. The 2013 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is one way of communicating to the broader community the pride we have in our students' learning endeavours and commitment to being the best that they can be.

At Brassall State School we are committed to developing, supporting and nurturing the developmental needs and aspirations of our students. We aim to provide a learning environment that is responsive and forward looking, through the development of learning programs that well equip our students for the demands and rigours of a changing world. We are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve these high standards in everything we do.

School progress towards its goals in 2013

Our school continued to work persistently towards achieving the major aims of the Annual Implementation Plan for 2013. New initiatives in the areas of teaching and learning helped to reinvigorated curriculum, assessment and reporting practices across the school.

Like every school in Queensland, we are committed to improving our students' performance in NAPLAN for Years 3, 5 and 7. Specifically, we target improvements in **Reading** and **Reading Comprehension** across the school. A significant amount of time and energy was invested into embedding the **Australian Curriculum** in the key areas of English, Mathematics, Science and History.

Our ongoing engagement in **School Wide Positive Behaviour Support** (SWPBS) continues to be paramount in establishing high standards and expectations of student behaviour, so Brassall parents and carers can be confident that our students are learning in a safe and disciplined environment, where teachers can get on with teaching.

Of all the people who are part of our school community, perhaps the most significant addition to our school in 2013 was '**BUZZ**' the Brassall Bee. **Buzz** is the touchstone of our SWPBS endeavours, and will continue to pervade all facets of

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school life at Brassall State School, both now and into the future. 'BUZZ' wants all students at Brassall to aspire to the highest standards of our 4 Brassall B's:

- **Be a Learner**
- **Be Respectful**
- **Be Responsible**
- **Be Safe**

2013 Annual Implementation Plan Domains	Key Priorities	Overall Status
School Curriculum	Develop and introduce Brassall SS Pedagogical Framework.	Achieved with intention to embed in 2014.
School Community	Enact 2013 SWPBS Action Plan.	Achieved.
Teaching Practice	Introduce 'Explicit Instruction' as evidence based approach to teaching.	Achieved with intention to embed in 2014.
Principal Leadership and School Capacity	Formalise 'Developing Performance Framework' processes with all teaching staff.	Achieved.
Other Requirements	Maintain a safe, supportive and healthy working environment for staff and students that meet legislative requirements.	School Finance and Systems Audit undertaken. Recommendations to be enacted in 2014.

Future outlook

In 2014 we plan to implement a range of initiatives as outlined in our 2014 Annual Implementation Plan. These initiatives will enable us to continue to produce excellent learning outcomes for our students.

2014 Annual Implementation Plan Key Priorities	School Focus
Literacy	Embed whole school practices in the teaching of Writing to improve student achievement rates through Language for Learning (L4L) teaching process.
Numeracy	Introduce and implement 'Role M' Numeracy program for Prep to Year 2 teachers and students.
Australian Curriculum	Embed 'Geography' as part of National Curriculum requirements across Prep to 7.
Teaching Practice	All teaching staff to engage with 'Explicit Instruction' (Archer & Hughes) teaching model. Focus on enhancing teacher knowledge and expertise through workshops, lesson observations and feedback.
Community Confidence	Continue to implement Schoolwide Positive Behaviour Support processes to ensure consistent whole school practices.
Closing the Gap	Complete 'Personalised Learning Plans' for all Indigenous students at Brassall State School.

School Profile

Total student enrolments for this school:

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)
2011	749	374	375	90%
2012	747	382	365	90%
2013	794	404	390	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 **42** 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 of the total school enrolment.

Aboriginal and Torres Strait Islander students reflect approximately **15%** of the total school population. Brassall continued 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		
	2011	2012	2013
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	24	23	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	148	126	214
Long Suspensions - 6 to 20 days	8	12	10
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2013 Brassall's Prep to Year 7 teachers implemented the Australian Curriculum subject areas of English, Mathematics, Science and History. They worked collaboratively with year level colleagues, the Literacy Coach, Head of Curriculum, Head of Special Education and Support Teachers: Literacy and Numeracy to adapt the C2C unit plans to reflect the needs of our students.

Reading and Reading comprehension continued to be the priority for all classroom teachers at Brassall State School. In 2013, we continued our professional relationship with Dr Michele Anstey and Dr Geoff Bull, developing a school-wide approach to the teaching of reading and reading comprehension – using the Four Resource Model. The Literacy Coach worked collaboratively with the region's Lead Coach to develop a Reading Framework for Brassall State School.

In 2013, Brassall State School began a pilot English program across several year levels. The Language for Learning (L4L) English units were an alternate approach to the teaching of the Australian Curriculum: English. These units explicitly taught the language elements and carefully scaffolded the assessment to ensure success for all students. The units were specifically written for Indigenous students and were found to benefit the development of all students.

Languages other than English (LOTE) continued to provide Japanese Language lessons to students in Years 6 and 7. Japanese is also the LOTE 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 a number of activities including storytelling, painting and Indigenous games.

Brassall State School offers two Support Teachers – Literacy and Numeracy, who develop and monitor support programs to ensure all 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 **Student with (Low Incidence) Disabilities** are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customised 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.

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
- Maths Team Challenge
- Story Sports
- Library Assistants program (Year 7)
- Interschool Sports – Summer and Winter Programs
- Sport Gala Days
- Instrumental Music Programs
- Choral Speaking
- Choir – Junior and Senior
- Glee 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 networked 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 the 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. Many teachers use virtual classrooms (EdStudios) to engage with children and provide an alternative access to the curriculum, and to correspond, which supports differentiated learning. Email correspondence is popular between teachers, administrative staff and caregivers, allowing currency of information sharing, further supporting individual learning needs.

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 levels. 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 demonstrate learning outcomes 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.

Both computer labs are utilised as ‘Supervised Play’ areas, during play breaks. These support students 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 are used across all year levels. These are 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,

Our school at a glance

so the teacher is able to demonstrate grip and script sequences to the whole class; the projection of illustrations that support a text; another mode of photography of student work samples.

iPads have been embraced by our Special Education Program, and are utilised daily to support the literacy and numeracy programs, and to encourage learning success.

Social climate

2013 saw the launch of “Buzz – the Brassall Bee” icon in November and the ongoing preparations for the full whole school implementation of our SWPBS program in 2014.

A graphic artist was employed in 2013 and worked closely with the School's Leadership Team to develop “Buzz” – an icon all students felt they could relate to. While this was underway, the Leadership Team also worked on developing matrix lesson plans for the explicit teaching of school expectations; a whole school Reward System and the definition of Major and Minor incidents for staff clarity to enable accurate data to be placed on OneSchool.

The matrix explicit teaching lesson plans were designed by members of the Leadership team, trialled by teachers with feedback given. A lesson was designed for each school expectation.

The Reward System is based on a series of ‘Pollen Points’ for Classroom behaviour (Be A Learner) and Playground behaviour (Be Respectful, Be Responsible, Be Safe). The Pollen Points accumulate towards ‘Buzz Cards’ with every Buzz Card completed, a Postcard is sent home by the teacher. When students reach 5, 10, 15, etc. Buzz Cards a Postcard is sent home by Deputy Principal. Pollen Points are also drawn out in class and on Friday assemblies. These proactive strategies are used to foster enthusiasm for school pride and participation.

Defining Major and Minor infringements was necessary so that all staff speak the same language and are on the same page. These were refined along with procedures for reporting and recording incidents. The Reflection Room process was established to enable all parents and caregivers to fully understand their child's actions at school. Brassall State School focuses on the use of supportive strategies to help students to participate fully in opportunities the school has to offer and prepare students to cope and solve problems.

Throughout 2013, the Leadership Team met fortnightly and reported our progress with all staff and community members. By December, school packages were developed to be presented to every staff member at the beginning of 2014 along with professional development programs.

Large posters of Buzz and our 4 Brassall B's – *Be Respectful, Be Responsible, Be Safe, Be A Learner* – along with our four House Buzz's (Oxley, Flinders, Cook and Leichhardt) were designed and placed on prominent display in our Admin Block and in our Hall. In addition, the school tuckshop has been renamed the “Buzz On In Café.”

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of all progress within the school including SWPBS, social functions and our annual ANZAC Ceremony and play an active role in supporting our Principal and raising much needed school funds. Parents are also strongly encouraged to participate in their child's education. A school Chaplain works 3 days per fortnight to provide pastoral care and supportive strategies to enhance the social and emotional wellbeing of our children. Our school's Indigenous Liaison Officer has continued to increase the educational outcomes of our ATSI students and the involvement of ATSI parents within our school community. At Brassall State School, we believe that while a child's individual circumstances need to be considered, so too do the rights of other children to engage in learning and feel safe in the playground.

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 2013. The overall level of satisfaction by the school community in the performance of our school is high to very 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 the previous year.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	81%	97%
this is a good school (S2035)	82%	97%
their child likes being at this school* (S2001)	86%	100%
their child feels safe at this school* (S2002)	90%	97%
their child's learning needs are being met at this school* (S2003)	73%	97%
their child is making good progress at this school* (S2004)	71%	94%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	97%
teachers at this school motivate their child to learn* (S2007)	81%	100%
teachers at this school treat students fairly* (S2008)	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	86%	97%
this school works with them to support their child's learning* (S2010)	82%	97%
this school takes parents' opinions seriously* (S2011)	86%	100%
student behaviour is well managed at this school* (S2012)	73%	90%
this school looks for ways to improve* (S2013)	81%	100%
this school is well maintained* (S2014)	86%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	95%
they like being at their school* (S2036)	90%	95%
they feel safe at their school* (S2037)	90%	90%
their teachers motivate them to learn* (S2038)	94%	98%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	93%
teachers treat students fairly at their school* (S2041)	92%	93%
they can talk to their teachers about their concerns* (S2042)	86%	90%
their school takes students' opinions seriously* (S2043)	94%	87%

Our school at a glance

student behaviour is well managed at their school* (S2044)	72%	74%
their school looks for ways to improve* (S2045)	99%	95%
their school is well maintained* (S2046)	97%	91%
their school gives them opportunities to do interesting things* (S2047)	94%	93%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	87%
staff are well supported at their school (S2075)	97%
their school takes staff opinions seriously (S2076)	97%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	94%

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

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

DW = Data withheld to ensure confidentiality.

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 continued resurgence of a volunteer fundraising group was a major feature in 2013. 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.

Reducing the school's environmental footprint

During 2013 the school continued to adopt 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. Increased enrolments throughout 2012/2013 impacted on overall electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	0
2011-2012	141,207	2,564
2012-2013	179,925	1,754

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

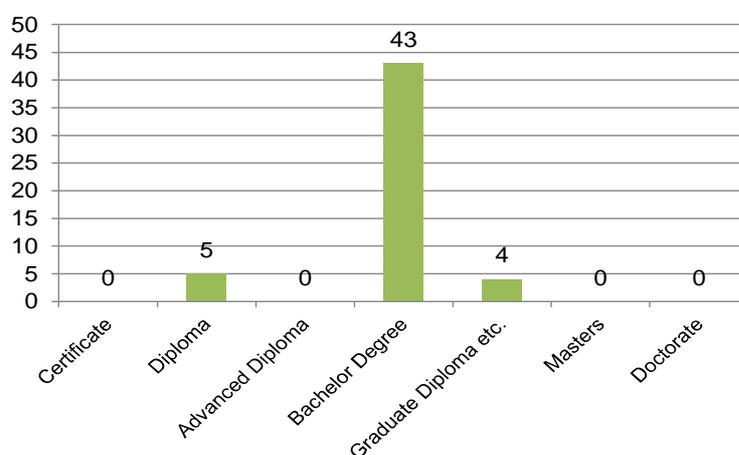
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	52	28	<5
Full-time equivalents	48	21	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.	4
Masters	0
Doctorate	0
Total	52



* 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 2013 were **\$41,719**.

The major professional development initiatives are as follows:

- Advanced Classroom Profiling
- Language for Learning
- Workplace Health & Safety
- ESL Essentials
- Connecting History and English in the Curriculum
- School Wide Positive Behaviour Support

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

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

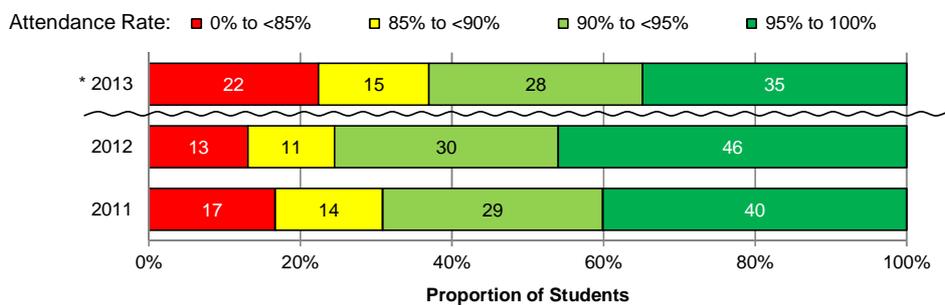
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	92%	91%	92%	90%	93%	92%	91%
2012	90%	92%	92%	93%	93%	94%	92%
2013	88%	88%	91%	89%	90%	92%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance 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 now marked electronically through OneSchool functionality. 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 newsletters frequently encourage parents and students to ensure regular and punctual attendance.

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.

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, to close the gap in student attendance and improve overall Year 12 retention. 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 2013, Brassall State School can report on the following aspects of the *'Closing the Gap'* strategy:

Attendance: Brassall's Indigenous students' attendance range was **6.4%** lower than that of all students' attendance range at the school in 2013. This information reflects Semester 1, 2013 only.

Attainment: Brassall's Indigenous students in Year 3 attained the following results in NAPLAN 2013. Please note the scores reflect 'Mean Scale' scores.

NAPLAN 2013	Brassall Indigenous Students	Brassall Non-Indigenous Students	All Queensland Students
Reading	347	381	419
Writing	339	348	416
Spelling	304	358	416
Grammar & Punctuation	340	381	411
Numeracy	327	347	397

Retention: This relates to Secondary schools only.