

Brassall State School

Queensland State School Reporting

2014 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 student 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 2014 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 2014

Our school continued to work persistently towards achieving the major aims of the Annual Implementation Plan for 2014. New initiatives in the areas of teaching and learning helped to invigorate 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, History and Geography.

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.

In 2014 the connection to '**BUZZ**' the Brassall Bee was only strengthened further as part of embedding practices to ensure a safe and disciplined school environment for all members of the school community. **BUZZ** now truly pervades all facets of school life at Brassall State School, and 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**

2014 Annual Implementation Plan Domains	Key Priorities	Overall Status
School Curriculum	Embed ' Language for Learning ' (L4L) English Curriculum across Prep to Year 7 as part of Brassall SS Pedagogical Framework.	Achieved with intention to further embed in 2015.
School Curriculum	Embed ' RoleM ' Numeracy teaching strategies across Prep to Year 2 as part of Brassall SS Pedagogical Framework.	Achieved with intention to further embed in 2015 across Prep to Year 3.
School Community	Enact 2014 / 2015 SWPBS Action Plan.	Achieved with very successful DET 'Discipline Audit' conducted.
Teaching Practice	Further embed 'Explicit Instruction' as evidence based approach to teaching.	Achieved with intention to continue in 2015.
Principal Leadership and School Capacity	Embed 'Developing Performance Framework' processes with all teaching staff.	Achieved.
System Requirement	Enact Great Results Guarantee Action Plan.	Great Results Guarantee snapshot report can be found here .

Future outlook

In 2014 Brassall State School took part in a trial of Education Queensland's new School Improvement Units' School Review process. The key findings and improvement strategies from the School Review process have formed the basis of our Strategic Planning for 2015. These Key Priorities will underpin our work through the year and will lay the foundation to enable us to continue to produce excellent learning outcomes for our students.

2015 Action Plan Key Priorities	School Improvement Strategies
Data to Inform Teaching	Design and implement an explicit school data plan that can track and monitor student progress throughout the year and across year levels. Build staff capacity to use this data to inform their daily teaching.
Reading the Brassall Way	Develop a school reading framework that clearly defines "The Brassall Way" for the teaching of reading. Apply this consistently across all classrooms through regular observations and feedback. Ensure significant resources are targeted to support this agenda.
Better Attendance	Develop a school-wide approach to managing student attendance.
Better Behaviour	School Wide Positive Behaviour Support (SWPBS) has been clearly embedded across the school; the next step is to ensure that all decisions (staff up-skilling, areas for improvement, rewards etc.) are made based on the regular use and sharing of behaviour data.
A Coaching Culture	Develop a rich culture of observation and feedback through the continual coaching of staff by the entire leadership team in specific pedagogical practices.

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 in 2014**.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	747	382	365	90%
2013	794	404	390	90%
2014	855	413	442	91%

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 **38** 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 **8%** of the total school enrolment.

Aboriginal and Torres Strait Islander students reflect approximately **16%** of the total school population. Brassall continued implement a range of strategies to improve literacy and numeracy outcomes, attendance rates and Community engagement for Indigenous students and their families as part of the Federal Government's *Focus Schools Next Steps* program. In 2014 approximately 90% of Year 6 and 7 students at Brassall State School proudly attended State High Schools within the local district.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	20
Year 4 – Year 7 Primary	23	24	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	126	214	206
Long Suspensions - 6 to 20 days	12	10	4
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

In 2014 Brassall's Prep to Year 7 teachers implemented the Australian Curriculum subject areas of English, Mathematics, Science, History and Geography. 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 for Maths, Science, History and Geography to reflect the needs of our students. In 2014 we embedded a whole-school writing program - Language for Learning – which connects oral language development with text construction and provides a scaffold for developing language and literacy skills.

The development of The Brassall Way for Teaching Reading involved the work of the Literacy Coach, Head of Curriculum, Support Teacher: Literacy and Numeracy, and several class teachers. The Brassall Way of Teaching Reading uses Explicit Instruction pedagogy, the structures of The Daily 5 and the reading strategies from CAFÉ to provide a consistent and research driven approach to teaching.

RoleM (Representations, Oral Language and Engagement in Mathematics) was implemented in all Prep to Year 2 classrooms as an alternative to C2C Mathematics. RoleM is a research-based program written for Indigenous students and complements our Explicit Instruction pedagogical approach.

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. Students from Prep to Year 7 were involved in a day of celebration recognizing 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 focused 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.

Extra curricula activities

- Student Council
- School Music Concerts and Public Performances
- School Musical
- 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

During 2014, we expanded our resources, facilities, equipment and digital infrastructure to enhance our future focused learning environments. This ensures that we are able to provide our students with increased exposure to digital technologies to prepare them for their use in the future.

Students are taught skills to enable them to be proficient users of the technology that is currently required to function in society and adapt to new technologies as they are introduced. Our teachers continue to grow and develop their capacity in the use of digital resources to maximise student learning across the curriculum. Every learning environment 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.

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 with the same capability. Each class access these labs on a weekly basis, to allow teachers to deliver explicit ICT lessons as part of the curriculum programs. iPads have been introduced into our school to provide students with another form of current technology to support their learning. It is intended that the number of iPads will increase over the coming years to maximise the number of students accessing this resource. iPads are currently used with students on a one-to-one basis and for use in small group learning activities.

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.

Social Climate

In 2014, the launch of Brassall's School Wide Positive Behaviour Support program provided clear and consistent school discipline practices essential to any high performing education system. In August the school was part of DET's Discipline Audit which showed extremely positive feedback and results overall. An Education Queensland auditor spent the day visiting classrooms and interviewing students, parents and teachers. The overall results of the audit process affirmed the significant undertaking the school community has made to greatly enhance the culture of Brassall SS supporting everyone to *'being the best that they can be'*.

Some of the Discipline Audit findings, as measured against the 'Executive Summary' are shared below:

- *The school has a functioning Schoolwide Positive Behaviour Support (SWPBS) Committee which is leading the behaviour improvement agenda with enthusiasm and fidelity.*
- *The Principal, Leadership Team and the SWPBS Committee are driving an explicit, detailed and positive approach to managing student behaviour. This agenda is couched in terms of high standards, clear expectations of student behaviour and a rigorous consistent approach to the processes of recording data.*
- *Behavioural expectations, which are highlighted through the consistent use of the Brassall Bee brand, are highly visible and engaging throughout the school environment.*
- *There are a variety of effective school wide reward systems in place including: Pollen Points, Buzz Cards, Class Honey Pots, celebration days and Buzz of the Week Awards to encourage all students to demonstrate appropriate behaviours in the classroom and in the playground.*
- *There is consistency of practice and a commitment by teachers to the explicit teaching of appropriate behaviour using the weekly lesson plans and supporting resources which have been developed by staff members. The commitment from staff members is due to their involvement in the development and review of all aspects of the SWPBS framework.*

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of school programs and events including School Wide Positive Behaviour Support, Discos, our ANZAC Day Ceremony and play an active role in raising much needed school funds. Parents are also strongly encouraged to participate in their child's education.

A School Chaplain works 3 days per week 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. Our Defence Force Transition Aide supports Defence Force families by establishing strong connections between Defence Force students and encouraging regular participation in school life for their families.

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 the upper primary sector. In 2014 all families had the opportunity to participate the survey process. The excellent results in the table below are from the School Opinion Survey in 2014. The overall level of satisfaction by the school community in the performance of our school is high to very high in all areas. For a school the size of Brassall, the student and staff results listed below are to be celebrated.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	81%	97%	95%
this is a good school (S2035)	82%	97%	95%
their child likes being at this school* (S2001)	86%	100%	100%
their child feels safe at this school* (S2002)	90%	97%	98%
their child's learning needs are being met at this school* (S2003)	73%	97%	90%
their child is making good progress at this school* (S2004)	71%	94%	98%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	97%	93%
teachers at this school motivate their child to learn* (S2007)	81%	100%	98%
teachers at this school treat students fairly* (S2008)	91%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	86%	97%	97%
this school works with them to support their child's learning* (S2010)	82%	97%	93%
this school takes parents' opinions seriously* (S2011)	86%	100%	92%
student behaviour is well managed at this school* (S2012)	73%	90%	93%
this school looks for ways to improve* (S2013)	81%	100%	95%
this school is well maintained* (S2014)	86%	94%	98%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	95%	94%
they like being at their school* (S2036)	90%	95%	94%
they feel safe at their school* (S2037)	90%	90%	92%
their teachers motivate them to learn* (S2038)	94%	98%	96%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	97%
teachers treat students fairly at their school* (S2041)	92%	93%	91%
they can talk to their teachers about their concerns* (S2042)	86%	90%	92%
their school takes students' opinions seriously* (S2043)	94%	87%	90%
student behaviour is well managed at their school* (S2044)	72%	74%	81%
their school looks for ways to improve* (S2045)	99%	95%	95%
their school is well maintained* (S2046)	97%	91%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	93%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	96%
they feel that their school is a safe place in which to work (S2070)		98%	97%
they receive useful feedback about their work at their school (S2071)		92%	97%
students are encouraged to do their best at their school (S2072)		98%	99%
students are treated fairly at their school (S2073)		94%	99%
student behaviour is well managed at their school (S2074)		87%	97%
staff are well supported at their school (S2075)		97%	96%
their school takes staff opinions seriously (S2076)		97%	96%
their school looks for ways to improve (S2077)		98%	99%
their school is well maintained (S2078)		92%	92%
their school gives them opportunities to do interesting things (S2079)		94%	96%

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

'Agree' represents the 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 highlight of 2014 for our P&C Association was an amazing 'Brassall Fete' held in August. Thankfully we were greeted with fine weather, warm sunshine and more importantly the overwhelming support of our local school community. Throughout the day it was obvious to see that people were having a great time, lots of fun and enjoying the sights and sounds of the beautifully presented stalls, games, rides, activities, performances, food and **drenching** on offer. The P&C's Fundraising Committee raised over \$15,000 on the day, which was an amazing effort. Overall a small but dedicated group of 'Brassall Mum's' successfully coordinated a number of fundraising events throughout the year, raising nearly \$45,000.

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 2014 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	141,207	2,564
2012-2013	179,925	1,754
2013-2014	199,558	0

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

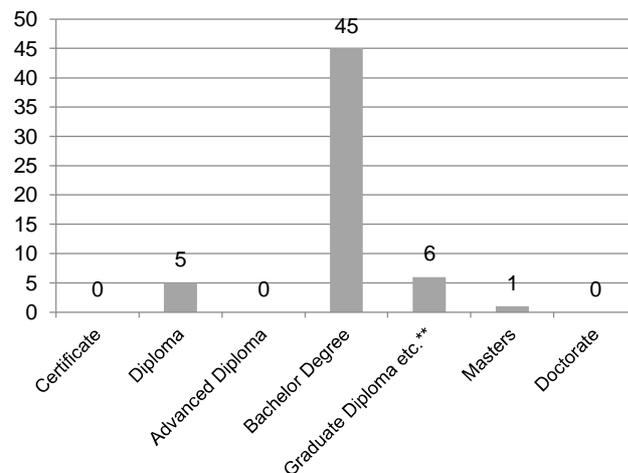
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	33	<5
Full-time equivalents	53	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.**	6
Masters	1
Doctorate	0
Total	57



*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 2014 were \$ 44, 156.41.

The major professional development initiatives are as follows:

- Language for Learning (L4L) – Indigenous Schooling Support Unit.
- Australian Curriculum – Geography.
- RoleM – Australian Catholic University.
- Explicit Instruction – Prof. Anita Archer.
- DETE Mandatory Induction.
- Take the Lead and Beginning Teacher Mentor programs.
- NAPLAN Persuasive Writing tasks.
- Reading – QAR workshop.
- Sports Coaching accreditation.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 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 webpage. School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	90%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

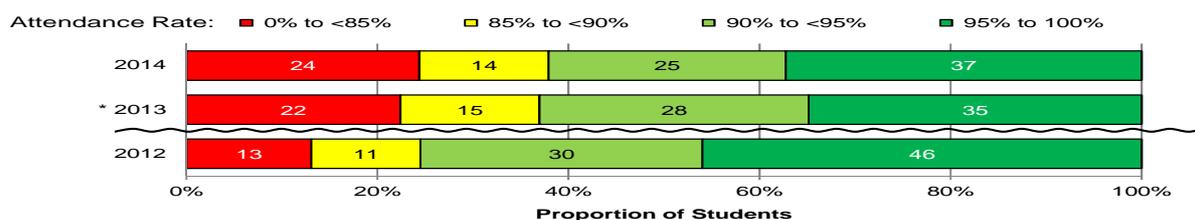
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	92%	92%	93%	93%	94%	92%					
2013	88%	88%	91%	89%	90%	92%	90%					
2014	90%	89%	89%	91%	90%	90%	89%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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/>.

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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 close the gap in Years 3, 5 and 7 in NAPLAN, 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 2014, Brassall State School can report on the following aspects of the 'Closing the Gap' strategy:

Retention: This relates to Secondary schools only.

Attendance: Brassall's Indigenous students' attendance range was **3.8%** lower than that of all students' attendance range at the school in 2014.

Attainment: Brassall's Indigenous students in Year 3, 5 and 7 attained the following results in NAPLAN 2014. Please note the scores reflect 'Mean Scale' scores.

Year 3 NAPLAN 2014	Brassall Indigenous Students	Brassall Non-Indigenous Students	All Queensland Students
Reading	361	374	404
Writing	353	345	385
Spelling	354	351	398
Grammar & Punctuation	349	357	417
Numeracy	358	353	389

Year 5 NAPLAN 2014	Brassall Indigenous Students	Brassall Non-Indigenous Students	All Queensland Students
Reading	415	443	490
Writing	382	391	450
Spelling	433	429	484
Grammar & Punctuation	416	437	494
Numeracy	413	422	476

Year 7 NAPLAN 2014	Brassall Indigenous Students	Brassall Non-Indigenous Students	All Queensland Students
Reading	468	514	533
Writing	400	467	496
Spelling	459	503	530
Grammar & Punctuation	464	503	532
Numeracy	470	508	536