



Brassall State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

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| | |
|-----------------|---|
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Overview

Brassall State School strives to provide students with access to a high-quality education that equips them with the knowledge, skills and attitudes necessary for the future, and enables them to participate in and contribute to a culturally, socially and economically vibrant society. To achieve its purpose, the school focuses on maximising the learning outcomes of all students. Literacy and numeracy are the key focus of all teaching and learning at Brassall State School and these core learning areas are integrated into all learning experiences. The school continues to maintain a focus on the teaching of Reading and the Australian Curriculum across all year levels. Our school endeavours to develop children to their full potential through positive classroom environs, developing respectful relationships and delivering quality programs to enhance their understanding and learning - academically, socially and emotionally.

Principal's Forward

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 2016 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.

School progress towards its goals in 2016

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.

2016 NAPLAN reflected a significant improvement across Year 3 and 5 in all five strands. These results affirmed that the hard work of Brassall teachers, teacher aides and students is paying off. Our strong results reflect some of our highest ever rankings in scores achieved by Brassall students since NAPLAN was introduced in 2008.

What NAPLAN 2016 tells us at Brassall is that a sharp and narrow focus, the dedication and perseverance of teachers and teacher aides, and the hard work of our students has been rewarded with performance gains we should all be proud of as a school community.

Our ongoing engagement in **School Wide Positive Behaviour for Learning** (SW-PBL) 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 2016 the connection to '**BUZZ**' truly pervades all facets of school life at Brassall State School, and sees students at Brassall aspire to the highest standards of our 4 Brassall B's:

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

| 2016 Improvement Drivers | 2016 Key Actions | Overall Status |
|---|---|--|
| <i>Embed a sharp and narrow school improvement agenda</i> | <ul style="list-style-type: none"> Raising the Bar Explicit Improvement agenda embedded, focused on Better Behaviour, Better Attendance and Better Results. Investing for Success strategy enacted. Engage in Metropolitan Region's School Improvement strategy – focused on 'Sharratt' program. | Achieved |
| <i>Better Results</i> | <ul style="list-style-type: none"> Teach Reading the Brassall Way. Use data to inform teaching. Embed a Coaching and Feedback culture. Build the professional capacity of all staff to teach Reading the Brassall Way. | Achieved with intention to further embed and review in 2017. |
| <i>Promoting a strong culture for learning</i> | <ul style="list-style-type: none"> Consistent delivery of a School Wide Positive Behaviour for Learning framework. Enacting Brassall's Attendance policy. Ensuring a safe and healthy workplace. | Achieved |

Future Outlook

In 2017 and beyond we will continue do whatever it takes and embed a sharp and narrow explicit improvement agenda that will lay the foundation to enable us to continue to produce excellent learning outcomes for our students.

| Future Key Priorities | School Improvement Strategies |
|---|---|
| <i>Improving student success and achievement in Reading by teaching Reading the Brassall Way</i> | <ul style="list-style-type: none"> Teach Reading the Brassall Way. Use data to inform teaching. Embed a coaching and feedback culture. Build expert teaching teams to support student achievement in Reading. Close the gap for Aboriginal and Torres Strait Islander students. |
| <i>Increasing the amount of students achieving C and above in English through quality teaching aligned to the Australian Curriculum</i> | <ul style="list-style-type: none"> Systematic curriculum delivery of Australian Curriculum: English by building staff understanding, knowledge and pedagogical capacity. Moderation practices against a standards based curriculum. Ensuring the alignment of A – E reporting for English against NAPLAN (2017). |
| <i>Being the best that we can be at Brassall by embedding a culture that promotes learning.</i> | <ul style="list-style-type: none"> Consistent delivery of School Wide Positive Behaviour for Learning. Buzz needs you here every day at Brassall SS. Strong community partnership. |

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 855 | 413 | 442 | 128 | 91% |
| 2015* | 803 | 401 | 402 | 126 | 92% |
| 2016 | 805 | 409 | 396 | 121 | 91% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 50 children through Brassall's Defence Force funded Teacher Aide. The school also caters for a range of students with disabilities, predominately students with either an Intellectual Impairment or Asperger's Syndrome. Brassall's population of students with disabilities reflects approximately 7% of the total school enrolment.

Aboriginal and Torres Strait Islander students reflect approximately 15% of the total school population. Brassall continued to implement a range of strategies to improve literacy and numeracy outcomes, attendance rates and community engagement for Indigenous students and their families. In 2016 approximately 92% of Year 6 students at Brassall State School proudly attended State High Schools within the local district.

Homes in the area are a mix of owner-occupied and rental properties. Accommodation in the area is in high demand from families with school age children as the school is enrolment managed and currently experiences a very good reputation.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 20 | 23 | 22 |
| Year 4 – Year 7 | 25 | 25 | 27 |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Brassall State School our curriculum programs are developed using the Australian Curriculum and delivered using effective pedagogies. We believe our curriculum programs are engaging, relevant and contribute to our students' improved learning outcomes. The curriculum programs are supported by the Curriculum Leadership team which includes the Principal, Deputy Principals, Head of Curriculum, Pedagogy Coach and STLaNs.

In 2016 we embedded the Brassall Way: Reading which provided a clearly outlined and consistent approach to the teaching of Reading. A team approach to curriculum planning and its implementation was established across year level teams. Teachers collected meaningful student data and used this data to inform planning, teaching and assessing. School-wide targets for student achievement were set and monitored throughout the year.

Languages other than English (LOTE) provided Japanese Language lessons to students in Years 5 and 6. 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 6 were involved in a day of celebration recognizing NAIDOC week. Children participated in a number of activities including storytelling, painting and Indigenous games.

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.

Co-curricular Activities

Brassall State School encourages students to participate in a wide variety of co-curricular programs in addition to the regular curriculum. These include:

- School Music Concerts and Public Performances
- Story Sports
- Interschool Sports – Summer and Winter Programs
- Sport Gala Days
- Instrumental Music Programs
- Strings Ensemble
- Senior Band
- Choral Speaking
- Choir – Junior and Senior
- Glee Club
- Camps (Years 5 – 6)
- Excursions and "on-site" activities (Twice yearly – All Year Levels).

How Information and Communication Technologies are used to Assist Learning

During 2016, we renewed and expanded our resources, facilities, equipment and digital infrastructure to enhance our learning environments. This was done to provide our students with increased exposure to digital technologies to prepare them for the digital based future and workforce.

Students are explicitly taught ICT skills to enable them to be proficient users of the technology that is 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.

Each classroom has been provided a minimum of two networked computers. All computers have internet access and are linked to the Education Queensland Network to support student learning. The school has two computer laboratories with 30 computers with the same capability. The computer labs are accessed weekly by all classes, to allow teachers to deliver explicit ICT lessons as part of the curriculum programs. iPads have continued to be used across the school to provide students with an engaging form of technology to support their learning. The number of iPads has been increased 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. Support staff also use iPads as a resource when providing learning support to students across the school.

Information and Communication Technology is used at Brassall State School to enhance and support student learning.

Social Climate

Overview

2016 saw the fourth year of our School Wide Positive Behaviour Support program being embedded within our school. Buzz, our Brassall B mascot, continued to appear throughout the school on signage designed to remind everyone of our expectations – Be Respectful, Be Responsible, Be Safe, Be A Learner. Our 2016 Project Plan for Raising the BAR had our improvement strategy as School Wide Positive Behaviour Support being clearly embedded across the school and the next step to be ensuring that accurate data is entered especially in the area of Admin Referrals being always a Major.

Our Head of Curriculum - Student Services role has continued, working with challenging behaviours by implementing behaviour and attendance plans. Staff were also updated in 'Thinking Functionally'. The Student Services Teacher Aide continues to assist in classrooms and has special projects to support students 'at risk'.

The Tier 1 SWPBS Leadership Team continued to meet fortnightly and outcomes from these meetings and behaviour data were regularly shared in the Weekly Buzz and staff meetings. In 2016 we moved to an SW-PBL Tier 2 school. Some Teachers from our Tier 1 Team attended sessions on moving to Tier 2. Term 4 in 2016 saw the introduction of our Tier 2 Student Support Framework and the trial of our Tier 2 Classroom Support Team.

Our SWPBS Reward program enables students to earn Pollen Points that help our students celebrate Buzz Card positive milestones, with Buzz Postcards being posted home and students participating in various activities such as sausage sizzles, ice creams, games & music, extreme games, jumping castles and much, much more.

A School Chaplain works 2 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 improve 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

Annually, Education Queensland undertakes a School Opinion Survey process to gauge Parent, Student and Teacher opinions on aspects of school operations. In 2016 all families had the opportunity to participate in the survey process. The excellent results in the table below are from the School Opinion Survey in 2016. 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.

Parent opinion survey

| Performance measure | 2014 | 2015 | 2016 |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | | | |
| their child is getting a good education at school (S2016) | 95% | 100% | 96% |
| this is a good school (S2035) | 95% | 100% | 94% |
| their child likes being at this school* (S2001) | 100% | 97% | 96% |
| their child feels safe at this school* (S2002) | 98% | 97% | 96% |
| their child's learning needs are being met at this school* (S2003) | 90% | 100% | 90% |
| their child is making good progress at this school* (S2004) | 98% | 100% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 94% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 93% | 100% | 92% |
| teachers at this school motivate their child to learn* (S2007) | 98% | 100% | 94% |
| teachers at this school treat students fairly* (S2008) | 92% | 97% | 92% |
| they can talk to their child's teachers about their concerns* (S2009) | 97% | 100% | 96% |
| this school works with them to support their child's learning* (S2010) | 93% | 97% | 92% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| this school takes parents' opinions seriously* (S2011) | 92% | 100% | 92% |
| student behaviour is well managed at this school* (S2012) | 93% | 95% | 94% |
| this school looks for ways to improve* (S2013) | 95% | 97% | 94% |
| this school is well maintained* (S2014) | 98% | 97% | 98% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 94% | 97% | 98% |
| they like being at their school* (S2036) | 94% | 91% | 94% |
| they feel safe at their school* (S2037) | 92% | 90% | 93% |
| their teachers motivate them to learn* (S2038) | 96% | 97% | 98% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 97% | 97% | 98% |
| teachers treat students fairly at their school* (S2041) | 91% | 90% | 88% |
| they can talk to their teachers about their concerns* (S2042) | 92% | 91% | 83% |
| their school takes students' opinions seriously* (S2043) | 90% | 91% | 93% |
| student behaviour is well managed at their school* (S2044) | 81% | 80% | 75% |
| their school looks for ways to improve* (S2045) | 95% | 92% | 98% |
| their school is well maintained* (S2046) | 98% | 87% | 96% |
| their school gives them opportunities to do interesting things* (S2047) | 92% | 94% | 94% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 96% | 99% | 96% |
| they feel that their school is a safe place in which to work (S2070) | 97% | 99% | 98% |
| they receive useful feedback about their work at their school (S2071) | 97% | 95% | 98% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 90% | 93% | 98% |
| students are encouraged to do their best at their school (S2072) | 99% | 100% | 99% |
| students are treated fairly at their school (S2073) | 99% | 99% | 98% |
| student behaviour is well managed at their school (S2074) | 97% | 99% | 96% |
| staff are well supported at their school (S2075) | 96% | 97% | 98% |
| their school takes staff opinions seriously (S2076) | 96% | 94% | 94% |
| their school looks for ways to improve (S2077) | 99% | 100% | 99% |
| their school is well maintained (S2078) | 92% | 96% | 95% |
| their school gives them opportunities to do interesting things (S2079) | 96% | 90% | 94% |

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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.

In August we held our 'Brassall SS Fete' and were thankfully 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. We were well and truly overwhelmed with the support of this event and final figures show over \$15,000 was raised on the day!

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 Commemoration and play an active role in raising much needed school funds.

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) enjoys a dedicated group of 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.

Respectful relationships programs

The *Respectful relationships education program* — an initiative of the Queensland Government — is part of a broader multi-departmental commitment to ending domestic and family violence. By implementing the Respectful relationships education program, Brassall State School will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making.

The Prep to Year 6 programs are aligned to the Australian Curriculum: Health and Physical Education and will be delivered through this learning area. Specialised resources for schools and teachers are used which include program guidelines, teaching overviews and resources for each year level.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 206 | 128 | 130 |
| Long Suspensions – 6 to 20 days | 4 | 1 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

During 2016 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.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 199,558 | 0 |
| 2014-2015 | 217,904 | |
| 2015-2016 | 235,442 | |

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

Sector:
 Government
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 57 | 36 | <5 |
| Full-time Equivalent | 54 | 25 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 0 |
| Graduate Diploma etc.** | 5 |
| Bachelor degree | 47 |
| Diploma | 5 |
| Certificate | 0 |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 42 031

The major professional development initiatives are as follows:

- Beginning Teacher Mentor training
- QCAA NAPLAN workshop
- Reading Conferences – Case Management
- Pedagogical Coaching
- Aspiring Leaders
- Tier 2 SW-PBL training for schools
- Cluster workshops : Australian Curriculum English
- Reading Eggs – teaching training
- OneSchool Unit planning.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 94% | 95% | 95% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 90% | 92% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 85% | 90% | 90% |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

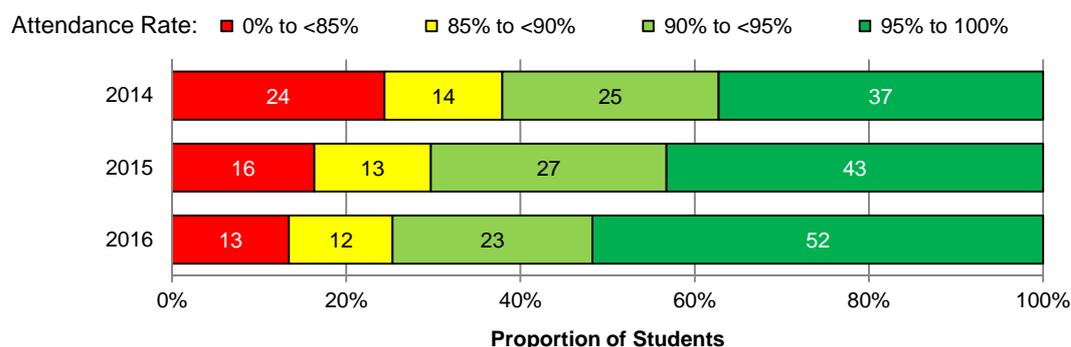
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 89% | 90% | 89% | 89% | 91% | 90% | 90% | 89% | | | | | |
| 2015 | 93% | 91% | 92% | 91% | 91% | 91% | 92% | | | | | | |
| 2016 | 93% | 94% | 93% | 93% | 93% | 93% | 90% | | | | | | |

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Brassall State School high rates of attendance is considered to be of great importance. We regularly communicate the message that Buzz Needs You at Brassall every day to all students, parents and the wider school community! The research behind regular attendance and achievement is discussed and shared with parents through a variety of forums and mediums and we regularly celebrate achievements such as Improved Attendance (Student of the Week), 100% Individual Student Attendance (Certificate per Term / Semester) and 100% Whole Class Attendance (Weekly). We have begun to see significant movement ensuring we achieve Better Attendance results in overall Attendance Rates (3% increase overall since 2014) and a reduction in students attending below 85% (11% reduction overall since 2014) in 2016.

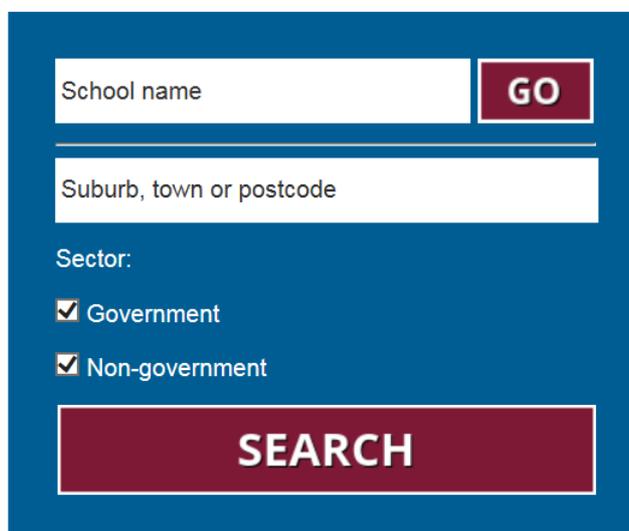
Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by a member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called for an explanation 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. Enforcement of Attendance occurs when all efforts from the school are unsuccessful. Rolls are marked twice a day, in the morning and in the afternoon. All staff receive instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education and Training, Queensland.

NAPLAN

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.

Find a school



The image shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.