



Brooweena State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

At Brooweena State School we firmly believe in preparing our students for the future as active, successful learners. We are proud of the partnerships which exist between our school, our students, our parents and the local community and relish opportunities for our students to be a part of, and contribute to, the local community. Our school's mission statement is to provide a supportive and challenging environment where each child has the opportunity to develop their potential. Our school values include, respect, responsibility, care and compassion, doing your best and valuing lifelong learning. This is reflected in our expectations of high levels of social responsibility and promotion of academic growth. These expectations are rewarded by a fortnightly and term draw for prizes and book vouchers and end of semester celebrations of success. Our school is situated in the small township of Brooweena, located 47 km west of Maryborough and caters for students from Prep to Year 6 in multigrade co-educational classes. Our quality learning programs have a sharp focus on high levels of literacy and numeracy across all learning areas. Our school promotes a safe and positive climate which enhances the learning environment of our students. In recent years, students have achieved awards in sporting, photographic/art and literacy in local shows, events and competitions. Other activities include a range of life learning experiences, for example, school camp, excursions and singing eisteddfod. All surveyed parents are very satisfied that their child is happy to go to this school and all are satisfied that their child is treated fairly.

Principal's Foreword

Introduction

The purpose of this report is to outline the school's achievements, and to provide the necessary contextual information to provide informed judgements about school and student progress.

To this end, this report provides information about:

- Progress towards our goals in 2016 and the outlook for 2017
- Our enrolment patterns and school profile
- The school curriculum offerings
- The use of ICTs throughout the school
- Our social climate
- Parent, student and staff satisfaction with the school

School Progress towards its goals in 2016

Priority	Implemented / Completed	Completion in 2017
Reading	Daily Rapid Reading Sheena Cameron reading strategies Balanced reading program (reading aloud to students, modelled reading, shared reading, guided reading, independent reading)	Phonological and phonemic awareness activities (routines) Five aspects of reading (fluency, broad and deep vocabulary, active comprehension strategies, text and textual features, knowledge of the world)
Numeracy		Embed numeracy rich routines
NAPLAN Upper 2 Band improvement		Processes in place to maximise number of students in U2B
Attendance	Communicate and promote student attendance rates	

Future Outlook

Our Key areas for improvement as defined in our 2017 School Explicit Improvement Agenda are:

Reading Strategy

- Deliver oral language activities that target **phonological and phonemic awareness**
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading, Jolly Phonics
- **Continue to embed a balanced reading program**
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. **Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.**
- Align reading framework to **Pearson’s Gradual Release of Responsibility Model** (Refer Framework for the Teaching of Reading)
- Embed **comprehension strategies** e.g. Sheena Cameron, into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**
- Ensure the 5 aspects of reading are explicitly addressed i.e. **Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference** e.g. Cars and Stars; QAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading
- Complete a thorough interrogation of NAPLAN data - 2015 / 2016 in preparation for 2017 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help develop specific reading strategies
- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Daily Rapid Reading, Reading Link)

Numeracy

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.
- With Regional Head of Department support and cluster opportunities (**Best Practice Networks**), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognise and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2015 / 2016 in preparation for 2017 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy
- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching)
- Provide challenging learning experiences that further develop numeracy expertise
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- Regularly analyse trends in attendance data at the whole school, class and individual student level.
- Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance
- Promote the explicit improvement agenda to all school stakeholders

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	18	4	14		100%
2015*	15	5	10	2	100%
2016	16	4	12		75%

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

Brooweena State School is situated in the small rural town of Brooweena 47kms west of Maryborough. The school provides a co-educational education for students from Prep to Year 6. The school's motto "Believe, Achieve, Succeed" inspires us to strive for excellence and provide quality learning programs for all students with a sustained focus on Literacy and Numeracy across all learning areas.

Students at Brooweena State School come mostly from a rural background, residing on farms and small acreages. The majority of students travel to and from school via bus from the local area.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	12	16
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*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

- Brooweena State School's learning and teaching program is organised around the core learning outcomes of eight Key Learning Areas (KLAs).
- Teacher's planning and assessment is supported by the Department of Education's resources called Curriculum into the Classroom (C2C).
- English curriculum is delivered and assessed based on a whole school approach designed in collaboration with other small schools in the North Coast Region and a dedicated Head of Department Regional Support team.
- To further the required skills in English, students participate in a differentiated spelling program that explicitly caters for each student's needs in ability groups for half an hour per day, three days per week.
- Explicit numeracy skills are taught four days per week in a dedicated half hour block of time for every student.
- Reading decoding and comprehension skills are targeted through a whole school improvement approach that includes using the Sheena Cameron comprehensions strategies, Jolly Phonics, Daily Rapid Reading and the Gradual Release model.
- Students in years 5 and 6 study with a L.O.T.E specialist (Japanese)
- A music specialist visits the school once per week.
- Physical Education, Health and Science are all delivered once per week with a specialist.
- Swimming lessons are undertaken for all students in term 4 at the Biggenden pool with specialist instructors.

Co-curricular Activities

- Students have the opportunity to participate music eisteddfods in the region with the cooperation of our Music specialist.
- Students perform (singing) at local events such as Woocoo Historical Society Pioneer Day and ANZAC Day service.
- The school travels to join with other small schools in the region to participate in athletics carnivals and cross country, with some of students being selected in district teams for various events.
- Students are encouraged to trial for district sporting teams such as soccer, rugby league, hockey, netball etc.
- Variations to school routines such as camps and excursions are offered to coincide with explicit curriculum expectations, promotion of social and emotional development and leadership opportunities.

How Information and Communication Technologies are used to Assist Learning

Each student at Brooweena State School has access to a laptop. These are used to provide online learning programs such as Reading Eggs, Mathletics, Studyladder, access to educational learning objects and conducting research. The classroom has an interactive whiteboard which is used to assist in the delivery of curriculum.

A school wide digital technologies program is in the process of being initiated. This will give students the opportunities to develop coding and robotics skills using various robots, coding programs and iPad technologies.

Social Climate

Overview

Our goal is to provide every student with a safe and supportive environment, with learning as our main focus. Shared expectations have been identified within our school community, staff and students. The high standards of responsible behaviour encourage:

- Be safe
- Be responsible
- Be respectful

Positive behaviours are rewarded with GOTCHAs and prize draws on our fortnightly parades. Students at Brooweena State School are generally well-behaved, self-managed, respectful and supportive of each other and the staff of the school. Brooweena State School encourages and welcomes parent and community involvement in student activities, thus maintaining a positive social climate through mutual understanding.

Parent, Student and Staff Satisfaction

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	82%	88%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	86%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	86%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	86%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	60%	100%
they feel that their school is a safe place in which to work (S2070)	100%	60%	100%
they receive useful feedback about their work at their school (S2071)	100%	60%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	60%	100%
students are treated fairly at their school (S2073)	100%	60%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	100%	60%	100%
staff are well supported at their school (S2075)	100%	60%	100%
their school takes staff opinions seriously (S2076)	100%	60%	100%
their school looks for ways to improve (S2077)	100%	60%	100%
their school is well maintained (S2078)	100%	60%	100%
their school gives them opportunities to do interesting things (S2079)	100%	60%	100%

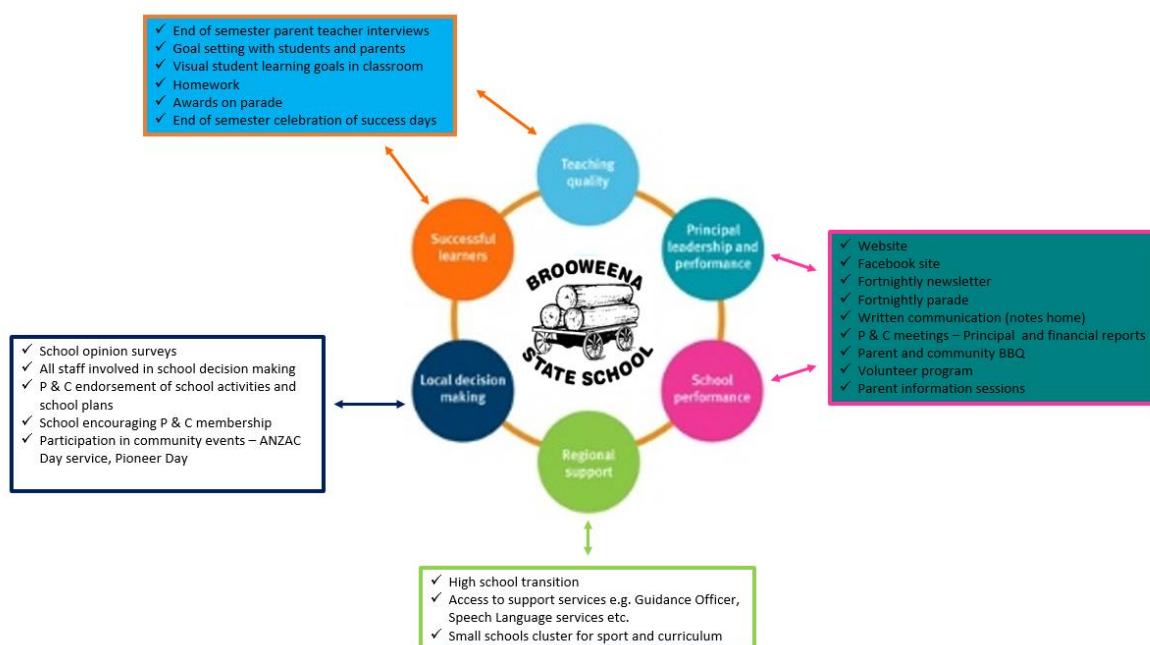
* Nationally agreed student and parent/caregiver items

'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

Brooweena State School strives to develop and sustain productive partnerships with students, staff, local business and community organisations to support improved student learning opportunities, deliver high achievement and promote community confidence and pride in our school's ability to meet the needs of all students and enhance performance.



Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school will run the Respectful Relationships Education Program as a component of the Health and Physical Education curriculum beginning in Term 3 2017. Our school also promotes and focuses on the culture of:

- ✓ Be safe
- ✓ Be respectful
- ✓ Be responsible

Brooweena State School has the services of a Guidance Officer who supports and encourages our students, parents and community.

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	0	0	0
Long Suspensions – 6 to 20 days	0	0	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

In our school we promote through the curriculum, the importance of saving electricity. For example: turning off the lights when leaving the room at lunchtime, only using air-conditioning in extreme conditions and ensuring computers and fans are switched off at the end of the day. The school subsidises electricity usage through a solar power scheme. The school is also proud to operate using 100% rain water and bore water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	4,901	0
2014-2015	5,787	
2015-2016	11,406	

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	2	4	0
Full-time Equivalent	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*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 \$4274.95

The major professional development initiatives are as follows:

- ✓ Best Practice Networking
- ✓ Daily Rapid Reading
- ✓ Gradual Release of Responsibility Model

The proportion of the teaching staff involved in professional development activities during 2016 was 50%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 17% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes 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).	96%	97%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).		98%	DW

*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%.

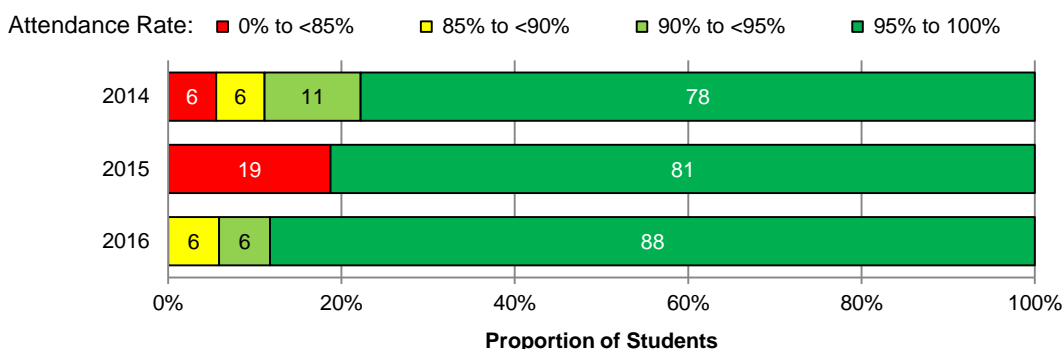
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	98%	DW	DW	98%	91%	97%	96%						
2015	99%	97%	DW	93%	97%	98%	97%						
2016	99%	96%	95%	DW	92%	97%	97%						

*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.

Rolls are marked twice per day, and entered into the system electronically through One School. Parents are requested to make contact with the school to notify of any absences by their children. If notification has not been received by 10:00am then a phone call is made by the school to the parents requesting a valid reason for the absence. Prolonged periods of absence will necessitate further phone calls from the principal and a meeting will be arranged if necessary. If response is unsatisfactory, or an agreement

can't be reached for support or other intervention, including flexible attendance arrangements, a mandated process will be followed which may lead to prosecution or the involvement of outside agencies.

Late arrivals and early departures are managed through the office on the days the administration officer is working, otherwise through the class teacher/principal. No child is allowed to be released from the classroom without this happening. Fortnightly updates of whole school attendance percentages are included in the school newsletter.

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

School name

Suburb, town or postcode

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 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.

Conclusion

Brooweena State School is a fantastic school that provides all of its students' opportunities to succeed to the best of their abilities, academically and socially. The staff are vibrant, energetic and dedicated to the school and the local community. At Brooweena State School "Every Student **IS** Succeeding".