Brookstead State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Brookstead State School is small band 5 school situated half way between Pittsworth and Millmerran on the Gore Highway 60 kms west of Toowoomba. We are considered to be a rural school with approximately 80% of families contributing to the farming community. The school consists of two classes being P to 2 and 3 to 6 with consistent student enrolments of 26.

https://schools.myschool.edu.au. : https://schools.myschool.edu.au/ContactUs/UsingThePortal.

We celebrated our Centenary in 2015 and look forward to our next big celebration of 125 years in 2040.
The School Vision is: Striving to Succeed: Our vision for shaping futures…is to have all students of Brookstead State School striving to be successful in all aspects of school and after school life.
We couple this with our underlying values of
• Do Your Best
• Respect
• Be Safe

School progress towards its goals in 2019

The Key Priorities for 2018 were:

Provide intensive instruction to small groups and individual students for NAPLAN
Continue to improve student performance in Reading Comprehension.
Attendance Improvement
Staff Training in Data Analysis and Reading
Develop Staff Performance through Professional Development.
Moderate amongst like schools regarding C2C units of work.
All key priorities were completed with success by the completion of 2018.

Future outlook

Brookstead State School has the following improvement priorities:

Our sharp and narrow focus is to improve the reading and writing achievement of students by the end of 2019.

Targets

- Percentage of students attaining a "C" or above in English – 90%

- Year 3 and Year 5 NAPLAN Relative Gain for matched students in reading and writing > Queensland gain.

Our proposed strategies to achieve these targets for the future are to provide professional development for staff to increase capability in the teaching of Reading and Writing and to undertake professional development in Dr Lyn Sharratt's "Putting Faces on the Data" workshops.

Our staff are looking forward to developing and implementing a whole school approach to the teaching of Reading and Writing.

Access and provision of professional development, for all staff, in the area of Digital Technology, Robotics and Coding. All students in 2019, will be involved in Robotics and Coding lessons.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	32	26	25
Girls	14	15	14
Boys	18	11	11
Indigenous	2	3	4
Enrolment continuity (Feb. – Nov.)	97%	85%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Brookstead State School is a small rural multi-age school within a small rural community. A large percentage of our currently enrolled students, are generations of same families that previously attended the school. The school has had a decline in student numbers over the past 15 years, due to a variety of factors such as improved farming technology resulting in the decline of employed families. We have no ESL students.
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Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	16	13	13
Year 4 – Year 6	16	13	12
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Brookstead, throughout 2018, has continued to engage in moderated activities to become familiar with the process of attributing the Standards consistently to student work and teaching practices. This process is evident in the school's Curriculum Plan and professional feedback culture in developing professionals.

Brookstead State School continues to evolve its educational practices and strategies with that of the Queensland Education Department and the National Curriculum, through the use of:

Spelling Mastery
Grammar Conventions
Robotics and Coding Rotations
Cooking Rotations
Jolly Phonics program implemented in year P – 2
Friends for Life Program

Student Council – meetings held once a month for the Year 3- 6 students

Use of Signposts Maths in P-6
5/6 Canberra and Sydney trip and Whole School Camp (Currimundi Recreation Centre - every 2 years)
Block Swimming lessons for entire school at Pittsworth swimming pool
LOTE – Indonesian

Co-curricular activities

Cluster Sport Days
Cluster Gifted and Talented Days
Supervised bus duty activities
Netball teams/ soccer teams
Athletics/ swimming carnivals
Under 8"s Day and Pre-Prep's Day
Choir Camp
Student Council - meetings held once a month for the year 3-6 students
School ANZAC Day ceremony
Marching in ANZAC Day Parade
Arts Council performances
PAT Maths, Reading & Spelling Testing
PM Benchmark testing
Probe Comprehension testing
Soul Connection Performances
Book Fair

How information and communication technologies are used to assist learning

Throughout 2018, students have demonstrated their knowledge and understanding of ICTs through the use of word processing, Publisher and PowerPoint. Students use email as an electronic form of contact, games and creative programs such as: Wordle, Puzzlemaker and Moviemaker, to name a few.

This program was designed to increase the capabilities for every student. Interactive TV's are also used to support classroom reform regarding quality pedagogy.

16 iPads, with educational apps, are used across the school in most curriculum areas.

In 2019, Brookstead S.S. will be further it's focus on Robotics and Coding. As a major part of our digital pedagogical commitment, we have purchased 12 Bee-Bots, 8 OZ Bot Kits and 4 Mindstorm Robotics Kits and 4 We Do Robotics Kits, to cover all students from Prep to year 6.

Social climate

Overview

The community that Brookstead State School services, has been affected by the drought and more recently flooding. In spite of this, we have a stable base of families with few movements. Enrolments remained steady in 2018.
Our Pastoral Care Programs are Fun Friends and Friends for Life and we have a church volunteer who delivers a non-denominational, religious program.

Brookstead School has a caring, family atmosphere, where parents are welcome to assist in classrooms and encouraged to initiate and participate in various projects. The school has developed close ties with the surrounding community and both work together for the benefit of the students. A Meet & Greet is held at the beginning of each year. A free BBQ and entertainment is provided to Brookstead parents and Community members.

Our teachers provide multigrade co-educational education from Prep to year 6.
Teachers and ancillary personnel form a supportive and cheerful staff, which ensures solidarity through open communication and professional and social events.
The staff has also indicated that they are *very satisfied* with the work environment, morale and access to Professional Development.

Our Responsible Behaviour Plan, (also on this website), outlines our approach to behaviour indiscretions. All students are treated fairly by all staff.

Brookstead State School is a zero-tolerance bullying school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	80%	60%	67%
• this is a good school (S2035)	100%	60%	80%
• their child likes being at this school* (S2001)	100%	80%	86%
• their child feels safe at this school* (S2002)	100%	80%	100%
• their child's learning needs are being met at this school* (S2003)	100%	60%	57%
• their child is making good progress at this school* (S2004)	100%	60%	71%
• teachers at this school expect their child to do his or her best* (S2005)	100%	60%	86%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	60%	83%
• teachers at this school motivate their child to learn* (S2007)	80%	60%	86%
• teachers at this school treat students fairly* (S2008)	100%	60%	57%
• they can talk to their child's teachers about their concerns* (S2009)	100%	80%	100%
• this school works with them to support their child's learning* (S2010)	100%	60%	86%
• this school takes parents' opinions seriously* (S2011)	60%	40%	57%
• student behaviour is well managed at this school* (S2012)	80%	60%	86%
• this school looks for ways to improve* (S2013)	80%	60%	86%
• this school is well maintained* (S2014)	60%	40%	57%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	85%	90%	75%
• they like being at their school* (S2036)	79%	80%	100%
• they feel safe at their school* (S2037)	86%	100%	92%
• their teachers motivate them to learn* (S2038)	79%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	71%	100%	92%
• teachers treat students fairly at their school* (S2041)	71%	100%	58%
• they can talk to their teachers about their concerns* (S2042)	79%	100%	42%
• their school takes students' opinions seriously* (S2043)	64%	100%	42%
• student behaviour is well managed at their school* (S2044)	64%	100%	50%
• their school looks for ways to improve* (S2045)	100%	100%	83%
• their school is well maintained* (S2046)	79%	100%	92%
• their school gives them opportunities to do interesting things* (S2047)	79%	100%	75%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018

Parent and community engagement

The partnership with parents is regarded as a vital component of successful student learning at Brookstead, and
we therefore, endeavour to create as many opportunities as possible to involve families in school life.
Communication is transparent and frequent through not only the fortnightly newsletter, but also through face-to face contact, class letters home, phone calls when necessary, regular reporting on student's progress through school reports, formal and informal interviews. Parent volunteers are always welcome and all classes avail themselves of parents" talents and assistance throughout the year.
Our Parents and Citizens" meetings are well-attended. Our tuckshop has a good supply of parent helpers and we have received positive feedback from parents. This all attests to the welcoming atmosphere the parent body and staff have created and maintain at Brookstead State School.
Differentiation is made to allow students with disabilities to participate in all school activities, including athletics, ball games, Phys Ed lessons etc. This differentiation is an extension from the classroom, where all children are given the same opportunity to learn. Consultation between Teachers, parents and Advisory Visiting Teachers to discuss differentiation and adjustments to assist students with diverse needs occurs when required.
Parents are included in the following activities:
Attend culminating activities in the classrooms.
Attend special days such as Mother's Day, Father's Day, and Pre-Prep Day, Theatre Restaurant, Race Day, Sports Carnivals,
ANZAC Day Ceremony, Award's Night and end of year activities.
Helping with homework – listening to their children read and monitor written work.
Attend parent-teacher interviews.
Organise tuckshop and working bees.
Strong P & C support through fundraising eg, subsidising cost of whole school camp.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships.
Friends For Life program helps children develop resilience and positive life-coping skills so that everyone can deal with whatever situation may arise. This program focuses on respectful relationships and positive thinking. Children are encouraged to report any abuse or violent incident to their teacher who will then follow the required process of submitting an SP4 form to the Department of Child Safety.
Our school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Brookstead State School is continually looking for ways to decrease our environmental footprint. As can be seen by the table under Water, we have dramatically decreased our usage in recent years. We will strive to continue to reduce this usage in the coming years. With the Solar Panel system, electricity usage has decreased also from the 2015-2016 year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,272	4,473	15,456
Water (kL)	1,317	835	626

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	4	0
Full-time equivalents	3	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	5
Diploma	
Certificate	

*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 2018 were $4881.69.

The major professional development initiatives are as follows:

- Curriculum Roadshow
- First Aid

- Robotics and Coding Workshop
- Dr Lyn Sharratt "Putting Faces on the Data" Workshop

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	96%	96%
Attendance rate for Indigenous** students at this school	97%	94%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

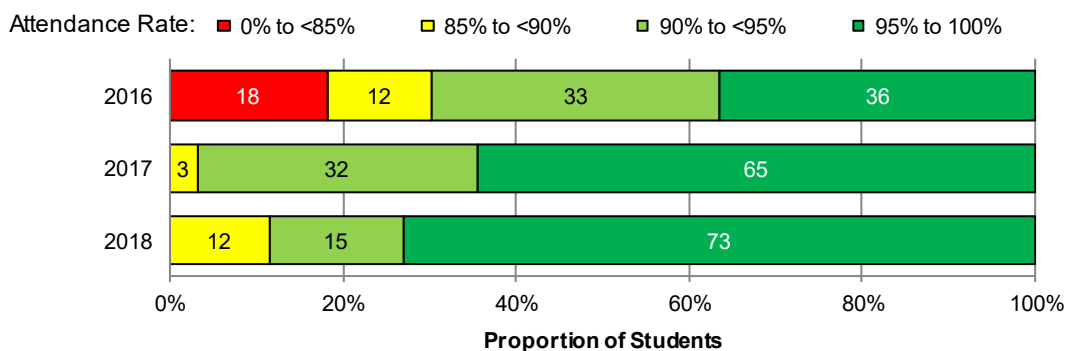Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	87%	96%	96%		Year 7	n/a	n/a	n/a
Year 1	96%	95%	98%		Year 8	n/a	n/a	n/a
Year 2	87%	98%	93%		Year 9	n/a	n/a	n/a
Year 3	98%	94%	99%		Year 10	n/a	n/a	n/a
Year 4	94%	99%	95%		Year 11	n/a	n/a	n/a
Year 5	93%	98%	99%		Year 12	n/a	n/a	n/a
Year 6	92%	97%	95%					

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	18	12	33	36
2017		3	32	65
2018		12	15	73

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

Attendance Rolls are marked by teachers at the beginning of each day and at the beginning of the last session.
This record is kept in One School. There are no paper rolls to fill out.. Each late arrival/early departure and
Absentee, is recorded with particular codes in relation to the nature of students' absenteeism or late arrival/early departure.
Notification from parents regarding student truancy is securely stored within the folder.
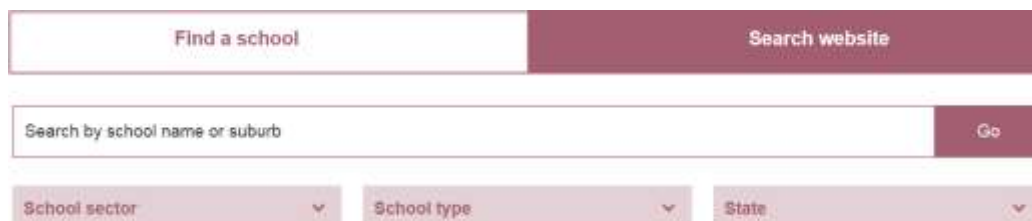Parents are contacted daily by phone, to explain any absence.

A special parade is held each term to celebrate all students with nil absenteeism. These students are given a special school certificate and tuckshop voucher.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.