



Brookstead State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

| | |
|-----------------|---|
| Postal address: | PO Box 8 Brookstead 4364 |
| Phone: | (07) 4693 9200 |
| Fax: | (07) 4693 9180 |
| Email: | principal@brookstess.eq.edu.au |
| Webpages: | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact Person: | Mick Lalor |

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

Principal's Foreword

Introduction

School Progress towards its goals in 2018

Welcome to the Brookstead State School report on our schools' achievements and progress, for the year 2017

Brookstead State School is situated on Ware Street, Brookstead, some 60km west of Toowoomba and lies midway between Pittsworth and Millmerran. This well-appointed school services the crop growing area from Norwin to Pampas.

The community is made up largely of farming families engaged in wheat, sorghum, barley and cotton farming. In spite of drought and some flooding in recent years, the school has maintained a fairly static enrolment.

For the year 2017, the school had 1 full-time teacher and 3 part time teachers, 3 Teacher Aides



an administrative officer, a cleaner and a groundsman. We were also serviced by visiting itinerant teachers for music, physical education, and LOTE (Indonesian). A Speech Language Therapist visited the school once a term, a Learning Support Teacher visited every week and a Guidance Officer visited the school once or twice a term, depending of the need. The School Annual Report will outline the all-round performances of the school, students and staff in 2017.

School Progress towards its goals in 2017

The key priorities for 2017 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.

Develop Staff Performance through Developing Performance Framework.

Moderate amongst like schools regarding C2C units of work.

All key priorities were completed with success by the completion of 2017.

Future Outlook

Our school Reading Program, comes under the Café umbrella, which includes the Daily 5 processes of reading to someone, being read to, listening to someone else read a text, writing and word work, (Spelling, Grammar and Vocabulary development). This is a sharp and narrow focus and this system allows us to work with groups and individual students.

Work with the cluster developing consistent approaches for all students, allows us to prepare our students for the transition into high school and ensures shared language across the cluster and a systematic approach to reading.

Our sharp and narrow focus for 2018 will be Reading. Use of I4S funds will release staff to develop programs and work with specific students on particular learning goals.

Access and provision of professional development, for all staff, in the area of Digital Technology, Robotics and Coding. All students in 2018, 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 2017: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 23 | 9 | 14 | 2 | 88% |
| 2016 | 32 | 14 | 18 | 2 | 97% |
| 2017 | 26 | 15 | 11 | 3 | 85% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 2 | 12 | 16 | 13 |
| Year 3– Year 6 | 15 | 14 | 13 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

Brookstead, throughout 2017 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 2017, 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 2018, Brookstead S.S. will be focusing on Robotics and Coding. As a major part of our digital pedagogical commitment, we have purchased 12 Bee-Bots and 8 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 2017.

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.

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | DW | 80% | 60% |
| this is a good school (S2035) | DW | 100% | 60% |
| their child likes being at this school* (S2001) | DW | 100% | 80% |
| their child feels safe at this school* (S2002) | DW | 100% | 80% |
| their child's learning needs are being met at this school* (S2003) | DW | 100% | 60% |
| their child is making good progress at this school* (S2004) | DW | 100% | 60% |
| teachers at this school expect their child to do his or her best* (S2005) | DW | 100% | 60% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW | 80% | 60% |
| teachers at this school motivate their child to learn* (S2007) | DW | 80% | 60% |
| teachers at this school treat students fairly* (S2008) | DW | 100% | 60% |
| they can talk to their child's teachers about their concerns* (S2009) | DW | 100% | 80% |
| this school works with them to support their child's learning* (S2010) | DW | 100% | 60% |
| this school takes parents' opinions seriously* (S2011) | DW | 60% | 40% |
| student behaviour is well managed at this school* (S2012) | DW | 80% | 60% |
| this school looks for ways to improve* (S2013) | DW | 80% | 60% |
| this school is well maintained* (S2014) | DW | 60% | 40% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 100% | 85% | 90% |
| they like being at their school* (S2036) | 100% | 79% | 80% |
| they feel safe at their school* (S2037) | 100% | 86% | 100% |
| their teachers motivate them to learn* (S2038) | 100% | 79% | 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) | 100% | 71% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 71% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 79% | 100% |
| their school takes students' opinions seriously* (S2043) | 100% | 64% | 100% |
| student behaviour is well managed at their school* (S2044) | 100% | 64% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 79% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 79% | 100% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2015 | 2016 | 2017 |
| 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) | 86% | 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) | 86% | 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% |

* 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

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.

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 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 0 | 1 | 0 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the 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 dramatically decreased also.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 16,379 | 1,892 |
| 2015-2016 | 17,272 | 1,317 |
| 2016-2017 | 4,473 | 835 |

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

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 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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 4 | 5 | 0 |
| Full-time Equivalentents | 2.4 | 3 | 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 | 4 |
| 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 2017 were \$5455.63

The major professional development initiatives are as follows:

- HR Roadshow
- Curriculum Roadshow
- First Aid
- Beginning Teacher's Conference
- Queensland State School Principal's Conference
- Robotics and Coding Workshop

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 98% | 97% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 96% | 91% | 96% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 92% | 97% | 94% |

*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 2017 for all Queensland Primary schools was 93%.

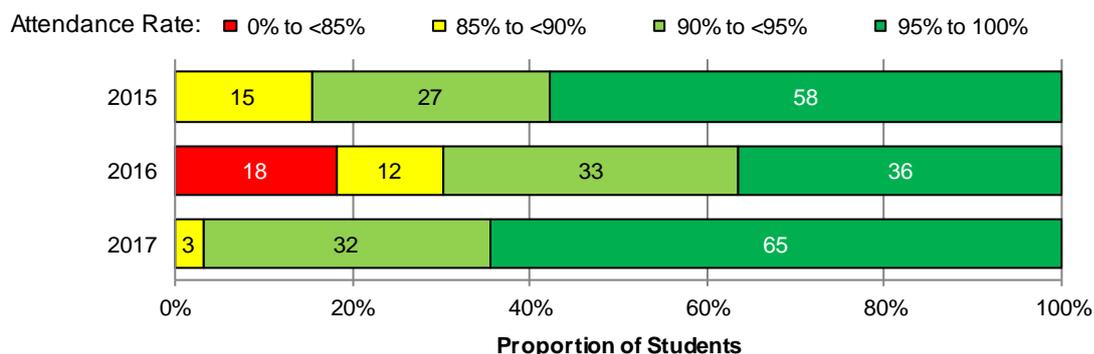
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 97% | 94% | 97% | 96% | 94% | 98% | 98% | | | | | | |
| 2016 | 87% | 96% | 87% | 98% | 94% | 93% | 92% | | | | | | |
| 2017 | 96% | 95% | 98% | 94% | 99% | 98% | 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 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.

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.

