



Brandon State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Brandon State School is a small, rural school for students from Prep to Year 6. Brandon State School is located in the township of Brandon, 7km north of Ayr. At Brandon State School we proudly offer a multi-age setting, where children's learning is maximised through the development of individual programs, based on a student's abilities and needs. Our school philosophy celebrates the many advantages of our multi-age context which brings about a great sense of belonging and unity. The teaching staff at Brandon State School are dedicated to the development of each child's full potential and provide exceptional learning experiences. At Brandon State School we celebrate not only the high achieving students but those small hard earned victories of each and every student! Student's emotional and social wellbeing is at the forefront of our school culture as we build resilient flexible learners for the future.

Principal's Foreword

Introduction

Welcome to the Brandon State School's 2017 Annual Report. Brandon State School offers students a learning environment that is highly individualised to meet the needs of each learner. This report outlines the progress the school has made towards key priorities in 2017. The scope of this report includes:

- Curriculum offerings
- Progress made towards goals
- Student outcomes
- Student, parent and staff satisfaction
- Social climate of the school
- Parent involvement
- Staff composition, qualifications and professional development
- Schools environmental footprint
- Student attendance

It is hoped that you find the information contained in this report of value. Should you seek further information please contact the school by email: principal@brandonss.eq.edu.au

School Progress towards its goals in 2017

Strategy	Action	Target	Progress
Curriculum Implementation	<p>The new learning areas of Technology and The Arts within the Australian Curriculum implemented and assessed.</p> <p>Familiarisation of the Humanities and Social Science (HASS) learning area within the Australian Curriculum in preparation of 2018 implementation.</p>	85% of students achieving a 'C' standard or above in English, Maths and Science	Achieved
Quality Teaching and Learning	<p>Build teacher clarity of the curriculum intent within units of work.</p> <p>Articulate what students need to know and be able to do to be successful in the assessment task.</p> <p>Identify the reading and writing demands of assessment tasks.</p> <p>Develop a collaborative inquiry to determine the impact of teaching on student learning.</p>	<p>All teachers unpack the curriculum intent, reading and writing demands and assessment requirements.</p> <p>Learning Walls are evident within the classroom.</p> <p>100% Students satisfied that <i>'My teachers clearly explain what is required in my school work.'</i></p> <p>Teachers use assessment results to reflect on their teaching to inform their practice.</p>	Achieved
Positive Behaviour Learning	<p>Introduce and embed Positive Behaviour Learning (PBL) within the Responsible Behaviour Plan for Students and the school community.</p> <p>Plan and explicitly teach PBL content.</p> <p>Create and embed a Brandon State School PBL insignia.</p> <p>Schedule school events to promote PBL.</p>	<p>Staff, students and parents to adopt PBL.</p> <p>100% Parents and students are satisfied that <i>'This school celebrates student achievements.'</i></p> <p>Staff to plan and enact fortnightly lessons focused on school rules.</p> <p>Principal to design artwork to be used. Staff and students plan family orientated events.</p>	Ongoing

Future Outlook in 2018

Strategy	Action	Target	Progress
Systematic Curriculum Delivery	<p>Embed the new BSS whole school curriculum multi-age plan. Share the documented plan with the school community. Staff use the plan to drive planning teaching, and assessment, moderation and reporting. Rapid Response Plan for Writing completed. Teachers identify how to use the GRM to scaffold and to provide opportunities for students to demonstrate independent high quality work. Teachers to use the school A-E effort matrix, formative and summative data to feedback to students.</p>	<p>100% NMS</p> <p>Year 3: 420 Writing</p> <p>Year 5: 500</p> <p>Writing: 100% NMS / 45% U2B</p> <p>90 % A-C English, Maths, Science, HASS</p> <p>45 % A-B. English, Maths, Science, HASS</p>	Ongoing
Effective Pedagogical Practices	<p>Teachers to use the school pedagogical framework to reflect on and identify quality writing pedagogical practices to develop self-regulated writers. Teachers to provide focused writing professional development sessions for support staff.</p> <p>Teachers to analyse and use student data to identify strategies to use when</p> <ul style="list-style-type: none"> delivering the curriculum and planning 	Improvement in student data-as above.	Ongoing

	<p>focused consolidation lessons</p> <ul style="list-style-type: none"> • identifying student starting points • setting student targets and goal • determining student progression • providing feedback to students • driving professional data dialogue • driving high expectations and initiate predictive data • identifying student behaviour patterns and explicitly teaching positive behaviour lessons. 		
Develop Expert Teaching Team	<p>Develop a whole school expert teaching team through focused professional development plans that align with the 2018 school improvement priorities. The expert teaching team will be timetabled to best meet student needs as a result of staff analysis of student data. Continue to implement the school and cluster moderation, planning, co-plan, co-teach, observation and feedback instructional leadership model. ARD to coach Principal.</p>	Improvement in student data-as above.	Ongoing

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	43	21	22	2	84%
2016	37	17	20	2	81%
2017	45	26	19	4	91%

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

The student body of Brandon State School comprises of students from a rural and a small town background. Sugar cane farming has a great influence on the type and frequency of work available in the area for parents. The school has a small number of Indigenous families.

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 3	22	20	23
Year 4 – Year 6			24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

As a small school we deliver our curriculum across multiple aged classrooms. Students are engaged in multi-levelled units that allow them to complete their year level achievement standard by the end of the year. This approach allows students that require extra learning opportunities to grasp content further consolidation time and those who are ready to be extended the opportunity to move on with their thinking. Student learning at Brandon State School is highly individualised for their needs.

Co-curricular Activities

- Save the Children Play Scheme for children in the community under school age
- LOTE Japanese for Years 5-6 conducted online from Charters Towers Distance of Education.
- Instrumental Music for students from Years 3 – 6. Students select from a range of instruments
- Oral Language Programme

- Student Council comprising of elected students from Years 2- 6
- School excursions related to units of work covered in class
- Whole school camps
- Leadership skills.
- Adopt a Councillor (Burdekin Shire Council)

How Information and Communication Technologies are used to Assist Learning

Brandon State School has a computer laboratory of 24 computers attached to the senior classroom. In the junior class there are another 10 computers for use within learning activities. All classrooms have an interactive data projector and touchscreen television screen. The school currently has 7 iPads that are used daily in learning rotations. The school subscribes to Reading Eggs, Matific and Zoo Whiz as part of the literacy and math program. Students access the Learning Place to engage in learning objects, online resources and web conferencing.

Social Climate

Overview

Brandon State School is a KidsMatter school. KidsMatter is a mental health initiative that umbrellas our social and emotional wellbeing program. Here at Brandon every student matters, their emotional health and wellbeing is as important as their learning. KidsMatter not only engages the students within the school but also the families and communities mental health as well.

Our students are taught explicit lessons that align with our core values through the Bounce Back program. Within this program students learn resilience, empowerment and respect to name a few. This program and the Responsible Behaviour Plan for Students promotes healthy relationships and conflict resolution.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	80%	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%
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)	80%	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)	80%	100%	100%
this school takes parents' opinions seriously* (S2011)	80%	100%	100%
student behaviour is well managed at this school* (S2012)	80%	93%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	93%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	100%	89%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they like being at their school* (S2036)	100%	79%	89%
they feel safe at their school* (S2037)	100%	79%	94%
their teachers motivate them to learn* (S2038)	94%	93%	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)	94%	100%	94%
teachers treat students fairly at their school* (S2041)	69%	87%	94%
they can talk to their teachers about their concerns* (S2042)	93%	86%	89%
their school takes students' opinions seriously* (S2043)	93%	80%	89%
student behaviour is well managed at their school* (S2044)	81%	69%	83%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	87%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	86%	100%
they feel that their school is a safe place in which to work (S2070)	100%	71%	100%
they receive useful feedback about their work at their school (S2071)	100%	71%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	71%	67%
student behaviour is well managed at their school (S2074)	88%	71%	78%
staff are well supported at their school (S2075)	100%	57%	78%
their school takes staff opinions seriously (S2076)	100%	71%	89%
their school looks for ways to improve (S2077)	100%	86%	89%
their school is well maintained (S2078)	100%	71%	89%
their school gives them opportunities to do interesting things (S2079)	100%	71%	89%

* 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

Parents are encouraged to maintain a strong working relationship with their child's teacher and all school personnel. Parents are encouraged to attend the fortnightly parade and school functions which occur once per term. Parents are also encouraged to participate and contribute to the Parents and Citizens' body. Parents participate in the school by assisting with tuck shop, working bees and general school maintenance. The school newsletter keeps parents informed of upcoming events and provides an overview of the school's activities. The school website and Facebook page are updated regularly with images and reports of school news, newsletters, activities and events. Through the P & C school policies and procedures, including the Annual Implementation Plan and Responsible Behaviour Plan for Students are endorsed by the parents.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. At Brandon State School we are a KidsMatter School that focuses on student, family and staff wellbeing. Students are explicitly taught social skills through the Bounce Back Programme every week.



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	11	39	6
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

Installation of new energy efficient air conditioning systems has seen a decrease in our energy usage and costs in 2017

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	36,612	
2015-2016	82,374	
2016-2017	29,777	1,291

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	7	0
Full-time Equivalents	4	4	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.**	1
Bachelor degree	3
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 \$12,647

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Positive Behaviour Learning
- Emotional Wellbeing
- Collaborative Learning
- Students with disabilities
- Writing

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.	96%	94%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Our key student outcome across the school is 85% of our students are achieving a 'C' standard or above in English, Math and Science.

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).	95%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	81%	93%

*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%.

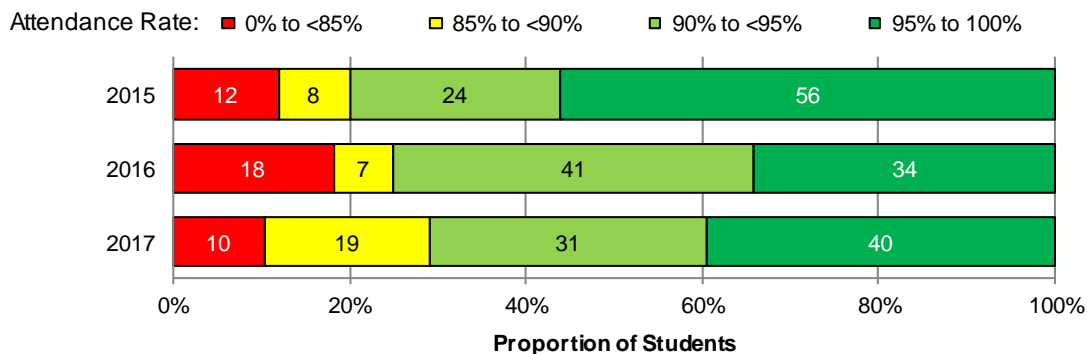
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	96%	95%	96%	94%	96%	94%						
2016	92%	90%	87%	89%	93%	94%	88%						
2017	94%	88%	91%	91%	96%	92%	88%						

*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.

Brandon State School attendance policy and procedures were developed from this policy. OneSchool Electronic Rolls are marked at the beginning and the end of the school day. Through OneSchool attendance data is regularly monitored for unexplained absences, trends and whole school attendance rates. Attendance data is published each fortnight along with the schools attendance target in the newsletter. Parents are given a range of avenues to report absence details including phone, text and note. Attendance awards are awarded to students at the end of each term.

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

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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

Each year Brandon State School strives for excellence and celebrates the hard earned successes of every student.