Brandon State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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. Our students participate in many extra-curricular activities, including Cluster Curriculum Days, Music, PE, Instrumental Music, Sporting Schools Intitiative, camps and sporting events. At Brandon State School our multi-age classes cater for different learning abilities and styles and promote the development of each individual's academic, emotional and social skills. Information Communication and Technology is integrated into every learning area and the school is well resourced with computer hardware and software. At Brandon State School our teaching and learning strategies ensure that each child develops the necessary skills to succeed and achieve as future citizens.

Principal's Foreword

Introduction

Welcome to the Brandon State School's 2016 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 2016. 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

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School Progress towards its goals in 2016

Strategy	Action	Target	Progress
Curriculum Implementation	Whole school literacy plan was embedded across all year levels. Investing for Success funds targeted oral language and early year's literacy development in collaboration with our Speech Language Therapist.	80% of students receiving a 'C' standard or above	Achieved
Assessment Literate Learners	Implementation of the quality teaching and learning framework was introduced and year level planning and assessment reflected the for-fronting of assessment. Students became assessment literate learners that understand what they are required to know and do in each unit by following and referring to the units learning journey throughout their unit of work.	Learning Journeys evident in classrooms	Achieved
Data Analysis	Targeted use of data walls to explicitly plan for student's needs. Staff centralised their data storage in the OneSchool Class Dashboard and Markbook.	Students and teachers to articulate achievement	Achieved
Transition	Year 5 and 6 students participated in the transition to high school program provided by Ayr High. Staff participated in the Burdekin Early Years Network to foster a collegial relationship with the ECEC providers in the Burdekin to support families in the transition to Prep. The Save the Children Play scheme continued at the school.	Increase in Prep enrolments	Achieved (10 Prep enrolments)
Social and Emotional Wellbeing	KidsMatter and Bounce Back programs embed within the school and taught explicitly weekly. Family events occurred successfully each term to ensure positive connections between community and school are encouraged.	100% Parents agree that 'this school asks for my input'	Achieved
School and Community Partnership	The school Facebook page and website are continually updated so that all parents are able to obtain school notices, student success, news and parenting tips.	100% Parents agree that 'this school keeps me well informed'	Achieved

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Future Outlook

Strategy	Action	Target	Progress
Curriculum Implementation	Implement the new learning areas of Technology and The Arts within the Australian Curriculum.

Familiarisation of the Humanities and Social Science (HASS) learning area within the Australian Curriculum. | 85% of students achieving a 'C' standard or above in English, Maths and Science | Ongoing |
| Quality Teaching and Learning | Build teacher clarity of the curriculum intent within units of work.

Articulate what students need to know and be able to do to be successful in the assessment task.

Identify the reading and writing demands of assessment tasks.

Develop a collaborative inquiry to determine the impact of teaching on student learning. | All teachers unpack the curriculum intent, reading and writing demands and assessment requirements.

Learning Walls are evident within the classroom.

100% Students satisfied that *'My teachers clearly explain what is required in my school work.'*

Teachers use assessment results to reflect on their teaching to inform their practice. | Ongoing |
| Positive Behaviour Learning | Introduce and embed Positive Behaviour Learning (PBL) within the Responsible Behaviour Plan for Students and the school community.

Plan and explicitly teach PBL content.

Create and embed a Brandon State School PBL insignia.

Schedule school events to promote PBL. | Staff, students and parents to adopt PBL.

100% Parents and students are satisfied that '*This school celebrates student achievements.'*

Staff to plan and enact fortnightly lessons focused on school rules.

Principal to design artwork to be used. Staff and students plan family orientated events. | Ongoing |

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	44	24	20	5	85%
2015*	43	21	22	2	84%
2016	37	17	20	2	81%

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

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	**2014**	**2015***	**2016**
Prep – Year 3	20	22	20
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

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 maths 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 ever 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 lesson 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:	2014	2015	2016
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%	80%	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%

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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%	80%	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%	80%	100%
this school takes parents' opinions seriously* (S2011)	100%	80%	100%
student behaviour is well managed at this school* (S2012)	100%	80%	93%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	80%	94%	100%
they like being at their school* (S2036)	87%	100%	79%
they feel safe at their school* (S2037)	53%	100%	79%
their teachers motivate them to learn* (S2038)	80%	94%	93%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	87%	94%	100%
teachers treat students fairly at their school* (S2041)	67%	69%	87%
they can talk to their teachers about their concerns* (S2042)	86%	93%	86%
their school takes students' opinions seriously* (S2043)	79%	93%	80%
student behaviour is well managed at their school* (S2044)	64%	81%	69%
their school looks for ways to improve* (S2045)	80%	100%	100%
their school is well maintained* (S2046)	73%	100%	87%
their school gives them opportunities to do interesting things* (S2047)	67%	100%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	100%	86%
they feel that their school is a safe place in which to work (S2070)	100%	100%	71%
they receive useful feedback about their work at their school (S2071)	71%	100%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	86%	100%	71%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	86%	88%	71%
staff are well supported at their school (S2075)	86%	100%	57%
their school takes staff opinions seriously (S2076)	100%	100%	71%
their school looks for ways to improve (S2077)	100%	100%	86%
their school is well maintained (S2078)	100%	100%	71%
their school gives them opportunities to do interesting things (S2079)	86%	100%	71%

* 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 weekly 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 tuckshop, working bees and general school maintenance. The fortnightly newsletter keeps parents informed of upcoming events and provides an overview of the school's activities for the fortnight. The school web page is 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 that focus on appropriate, respectful 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 though 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	11	39
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

Solar panelling and use of natural breeze rather than air conditioner has been used this year. Ineffective air conditioners are the cause of the increase in electricity use, this

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equipment has been noted for replacement. Staff use relevant curriculum opportunities to educate students about energy.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	31,461	1,585
2014-2015	36,612	
2015-2016	82,374	

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 [GO]

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

SEARCH

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

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Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	7	0
Full-time Equivalents	3	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	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 2016 were $16,610.29.

The major professional development initiatives are as follows:

- Quality Teaching and Learning
- Writing
- Kids Matter
- Students with disabilities
- Mentor teaching

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	94%

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 2016.

Performance of Our Students

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Key Student Outcomes

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

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).	93%	95%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	68%	85%	81%

*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	95%	96%	93%	94%	98%	83%	85%	DW					
2015	93%	96%	95%	96%	94%	96%	94%						
2016	92%	90%	87%	89%	93%	94%	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:
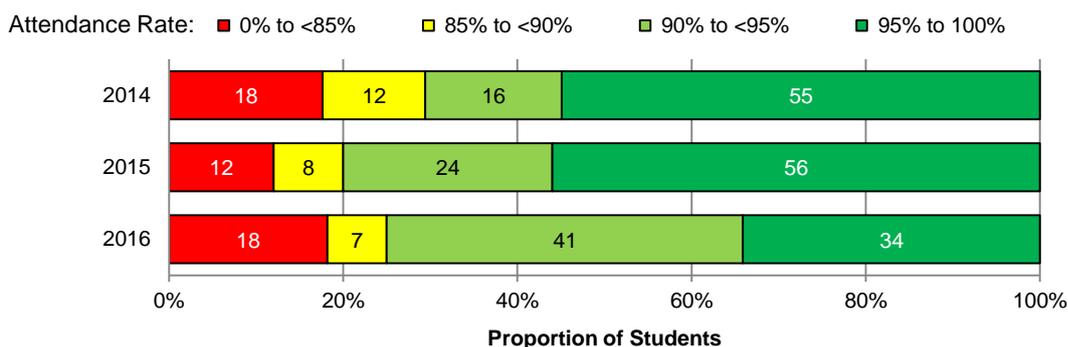
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
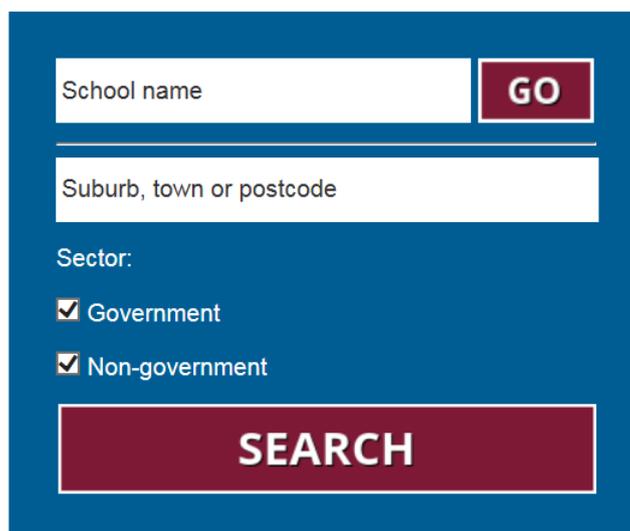
Brandon State School attendance policy and procedures were developed from this policy. OneSchool Electronic Rolls are marked at the beginning and the end of the school day. Through OneSchool attendance data is regularly monitored for unexplained absences, trends and whole school attendance rates. Attendance 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

| School name | GO |
| Suburb, town or postcode | |

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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