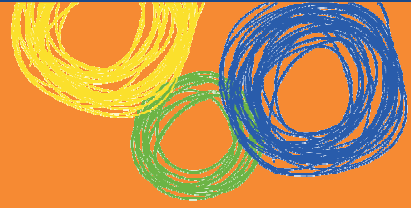


Brisbane Central State School

Queensland State School Reporting

2013 School Annual Report



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BRISBANE CENTRAL

Principal's foreword

Introduction

This report contains general information about Brisbane Central State School in addition to the highlights, achievements, academic performance and school opinion survey results for the 2013 school year.

School progress towards its goals in 2013

These goals are drawn from the School Strategic Plan 2012-2015. All goals are ongoing, with a formal review of these goals to be conducted during 2015.

- Focus on the achievements of every students and strive for their improvement
- Implementation of the National Curriculum through use of C2C units
- Improve community engagement and involvement in Education
- Develop guidelines and strategies: staff performance development , monitoring and engagement

Future outlook

Our core improvement priorities for 2014 include:

- 1. Implement the Australian Curriculum :**
 - Adapt and adopt C2C English, Mathematics, Science , History and Geography units
 - Track use of C2C Units in English, Maths, History and Science.
 - Continue to use tracking document to document learning of students in multi-age classes
 - Continue to provide training and development for teachers focusing on Australian Curriculum achievement standards, A exemplars, task sheets and student friendly Guide to Make Judgements
 - Moderate with cluster schools to gain understanding of Australian Curriculum achievement standards
- 2. Implement whole school Reading pedagogical practices:**
 - Consistent implementation of QAR across school
 - Continued implementation of Vocabulary Framework, in particular explicit teaching and word walls
 - Literacy and Numeracy Warm ups will be implemented in all classes
- 3. Using data to inform teaching practice:**
 - Continuation of Data Meetings with a focus on tracking and improving outcomes for CALD students, underachieving students and students requiring extension
 - Development of Class Improvement Plans, aligned to Year level targets
 - Establish and regularly monitor cohort standards and individual targets for students

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- Track and monitor student data against Year Level targets and goals of Assessment Plan
- 4. Develop instructional leadership with a focus on workforce performance:**
 - Continue evidence based, data driven Action Research Projects where teachers lead inquiry
 - Connect and align Action Research Project to Developing Performance Framework and Class Improvement Plan
 - Continue staff feedback processes – twice per term
- 5. Develop productive partnerships with students, staff, parents, and the community**
 - Examine and apply ways to strengthen feedback processes to students and caregivers regarding student achievement and progress
 - Continue to develop a calendar of joint school community events through newsletter and website
 - Utilise school website, QSchools application and social media tools to promote school activities, events and news stories

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	184	93	91	90%
2012	217	111	106	89%
2013	211	109	102	87%

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

Characteristics of the student body:

Our friendly, inner-city school is characterised by our growing, multicultural student population. Students arrive at our school from a range of countries, ethnicities, language backgrounds, and religions. Over 70% of our students speak English as an Additional Language/ Dialect, and are often multilingual. The school is sometimes the “first port of call” when families arrive in Brisbane from interstate or overseas, and our students are used to providing a warm welcome to new students who have come from all over the globe. Our students originate from over 30 different countries and speak over 23 different languages.

There are currently 270 students enrolled at Brisbane Central State School. Due to recent growth in student enrolments, the school is enrolment managed, with many of our students residing within the Spring Hill and CBD area. Our students live in a range of accommodation, including inner-city apartments, townhouses, and terrace homes.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	23	24
Year 4 – Year 7 Primary	26	17	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	1	0
Long Suspensions - 6 to 20 days	0	0	0

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

- *Multi-age classes (in some year levels):* allowed teachers to differentiate the curriculum according to the learner's strengths or identified areas for improvement;
- *Comprehensive French program from Prep to Year 7:* using the Accelerative Integrated Method (AIM). Students from Years 3 to 7, received up to 90 minutes per week of French lessons. Students from Prep to Year 2 receive 30 Students participated in a number of French cultural activities, including the French Film Festival, French Café Theatre and Bastille Day;
- *UQ Sports Program:* weekly skills and games development program for Years 4 to 7, with students provided the opportunity to compete against other schools;
- *Dance Fever:* Students in Prep to Year 7 were taught the Arts Curriculum (Dance) from an external provider, with performances held for the school community;
- *English as a Second Language Program:* Specialist Teachers who are trained in the teaching of students for whom English is a Second Language, worked collaboratively with teachers to support student learning for 3 days per week;
- *Swimming lessons:* Year 1 to 7 attended swimming lessons at Healthstream Fitness, Kelvin Grove. Students received 1:5 tuition from a qualified instructor, at their individual level during Term 1 and 4. Prep students attended swimming lessons during Term 4;
- *Project U2B:* Selected students participated in an online Maths Extension course with qualified, registered teachers from the Brisbane School of Distance Education;
- *Sci Fi or Sci Fact :* Selected students participated in an online Science Extension course with qualified, registered teachers from the Brisbane School of Distance Education;
- *Adopt-A-Cop program:* The school's Adopt-A-Cop visited monthly delivering talks on topics such as cyber safety, protective behaviours and bullying. The Adopt-A-Cop also participated in literacy, numeracy and sporting activities;
- *Intervention and Extension Teacher:* An additional teacher was employed throughout the year to provide support and extension programs in literacy and numeracy. Students included in the program were identified through school-based and systemic assessment tools;
- *Spark Reading Program:* A partnership was formed between the school and Navitas, through the Australian Business Community Network. Employees volunteered weekly to read with identified students;
- *Year 5-7 Camp program*
- *Prep Oral Language Program:* Volunteers from Teachers' Union Health worked with teachers and teacher-aides to provide a weekly, comprehensive Oral Language program for 6 months.

Extra curricula activities:

- *High Achievers Program:* Students in Year 6 and 7, identified as achieving highly in specific key learning areas had the opportunity to participate in a weekly enrichment program held at Kelvin Grove State College;
- *Mini Writers' Festival:* extension program for nominated students in Years 4-5. Students participated in three days of writing workshops with published authors at Newmarket State School.
- *Mini Scientists' Festival:* extension program for nominated students in Years 4-5. Students participated in three days of Science workshops with Brisbane Urban Education Centre.
- *Maths Tournament:* Selected students from Years 6 and 7 competed against students from other Metropolitan schools. Students were trained by a specialist Maths teacher each week.

Our school at a glance

- *Chess Club:* a number of P-7 students participated each week, with a significant number of students participating in mid-week and weekend competitions as part of the school team. An accredited Chess Coach leads the Chess Club sessions before school.
- *Fit and Active:* 100 students per semester (Prep- 7) had the opportunity to participate in Fit and Active After-School activities. Students had the opportunity to engage with a number of sports across the year.
- *Instrumental Music:* Instrumental Music and Band program was offered to students in Year 5-7 for wind, brass and percussion instruments.
- *Band:* Students outside of these year levels who demonstrated levels of music competency were invited to also be a part of our award winning band. The band performed in a number of concerts across the year. The band performed on term concerts, at the Spring Hill Fair and with other schools as part of MusicFest, where they achieved first place.
- *Junior Choir:* Students from Year 1-3 were invited to be a part of our Junior Choir. Our Junior Choir performed at the Spring Hill Fair and Christmas Concert, as well as during assemblies.
- *Senior Choir:* Students from Years 5-7 were invited to be part of our award-winning band. The band performed at term concerts, at the Spring Hill Fair, during Fete de la Musique, and with other schools as part of SingFest.
- *Ukulele Ensemble:* Students from Years 4-7 were invited to be a part of the Ukulele Ensemble. The Ensemble performed at school concerts and during Fete de la Musique.
- *Gardening Club:* Students from P-7 were invited to be a part of our weekly Gardening program and were responsible for maintaining the school vegetable patch.
- *Student Council:* Student Leaders participated in weekly meetings focussed on fundraising for the school and for charities.

How Information and Communication Technologies are used to assist learning:

All classrooms possess a bank of four desktop computers. All computers in the school are able to access the school's network, and wireless data access is available in most rooms within the school. There are *Smartboards* (interactive whiteboards) situated in every classroom. All classes had weekly access (for a minimum of 1 hour a week) to the school's computer lab, which contains an interactive whiteboard and 28 desktop computers. In 2012, all lab laptop computers were replaced with new desktop computers, and in 2013 all desktop classroom computers were replaced with new models. As of the end of 2013, all computers within the school were less than 18 months old. Four iPads were purchased to support the EAL/D and French programs. Teachers also regularly utilised a range of ICT devices, including data projectors, digital cameras, iPod touches, Flip Minos, and Beebots to enhance student learning. Teachers planned ICT experiences that were embedded within, and integral to, all key learning areas, and utilised laptops, interactive whiteboards, and a range of computer software programs to deliver content and skills digitally to students. Students also engaged in online extension learning programs in Maths and Science through the Brisbane School of Distance Education using Elluminate.

Teachers were also provided with additional training in the use of ICTs, including designing and using EdStudios, OneSchool and Excel.

Social climate

Brisbane Central is a small school, inner-city school that values diversity and close ties to the local community. Our students and their families are often well known to other parents, students and staff. Staff members work collaboratively to create an environment which is safe, supportive and conducive to learning. Students interact across year levels in the playground, in addition to older students assisting and taking responsibility for younger children in the classrooms and playground when necessary. Our classrooms are characterised by high-achieving, well-behaved and culturally-aware students. Over 60% of our students are from Culturally and Linguistically Diverse Backgrounds and these communities are well-supported and are active contributors to our school.

In 2012, the school's Responsible Behaviour Plan was revised in consultation with the school community. The Plan

Our school at a glance

focuses on the provision of a safe and supportive learning environment for all students, as well as detailing expectations for student behaviour in classrooms, playgrounds, school buildings and before and after school. Clearly stated in the Plan is the school's response to bullying (including cyber bullying).

On two afternoons each week, parents have the opportunity to use the school's open space and play equipment for after school play through the "Stay and Play" program as many of our families live on small housing blocks or in apartments. Parents have formed a "Craft Group" which meets weekly to work towards projects to benefit students as well as share aspects of each other's culture through cooking, art and craft. In 2013, our school community participated in a P-3 and 4-7 Disco, Book Week, Harmony Day, NAIDOC Week, Arbor Day, Under 8's Day, Bastille Day, French Café Theatre, School Concerts, and Maths Fiesta.

Parent, student and staff satisfaction with the school

Our 2013 School Opinion Survey Results (Students, Parents and Staff) indicated that Brisbane Central is a school where students are safe and treated fairly, and has high standards for behaviour and discipline. These results indicate that the school is performing above "like", Metropolitan and State Schools.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	94%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	96%	97%
their child's learning needs are being met at this school* (S2003)	100%	94%
their child is making good progress at this school* (S2004)	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	84%
teachers at this school motivate their child to learn* (S2007)	96%	91%
teachers at this school treat students fairly* (S2008)	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	91%
this school takes parents' opinions seriously* (S2011)	100%	90%
student behaviour is well managed at this school* (S2012)	100%	97%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	96%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	97%
they like being at their school* (S2036)	100%	94%
they feel safe at their school* (S2037)	100%	88%

Our school at a glance

their teachers motivate them to learn* (S2038)	95%	97%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%
teachers treat students fairly at their school* (S2041)	97%	88%
they can talk to their teachers about their concerns* (S2042)	95%	83%
their school takes students' opinions seriously* (S2043)	97%	85%
student behaviour is well managed at their school* (S2044)	89%	86%
their school looks for ways to improve* (S2045)	92%	97%
their school is well maintained* (S2046)	92%	94%
their school gives them opportunities to do interesting things* (S2047)	92%	85%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	83%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	90%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are seen as integral partners in their child's learning. Parental access to the school and involvement in the many learning experiences of students is encouraged and supported. Our active parent community is highly involved in student learning, with many parents contributing to classrooms during literacy and numeracy rotations, Arts lessons and through attending excursions. Parental involvement and support was also provided to ensure the smooth running of a number of school events, including school disco night, Under 8's Day, Arts Show, Sports Days, NAIDOC Week, and the annual Christmas Concert.

The highlight of the 2013 was the operation and running of the Spring Hill Fair. The Fair brought together community organisations, local businesses and school stalls. Our small but committed P&C was responsible for the management of the community event, while parents operated numerous stalls.

Parent volunteers were also responsible for the smooth and seamless operation of the uniform shop. Our volunteers

Our school at a glance

enable all students to have ready access to school uniforms, ensuring there are options for all budgets. Our parent uniform convenors ensure a warm welcome and local information for all new parents to the school, many of whom are new to the state or to the country.

During 2013, the school initiated a free English class for parents who would like additional opportunities to learn English. The class, which is taught by two volunteer, qualified TESOL teachers, combines excursions with learning experiences aimed at providing opportunities for parents to practice and learn English.

Reducing the school's environmental footprint

In 2013, the school implemented the School Environment Management Plan, to address the school's environmental footprint. An increase in electricity as the direct result of the recent installation of air-conditioning was offset by the addition of a number of solar panels, funded through two grant applications. Our water consumption is offset by the installation of a rainwater tank that is utilised by our toilet facilities, and for the purposes of watering gardens and cleaning. A vegetable garden was established in 2013, with students growing a range of vegetables and herbs as part of our Friday morning Gardening Club.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	48,548	81
2011-2012	58,285	179
2012-2013	61,594	817

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

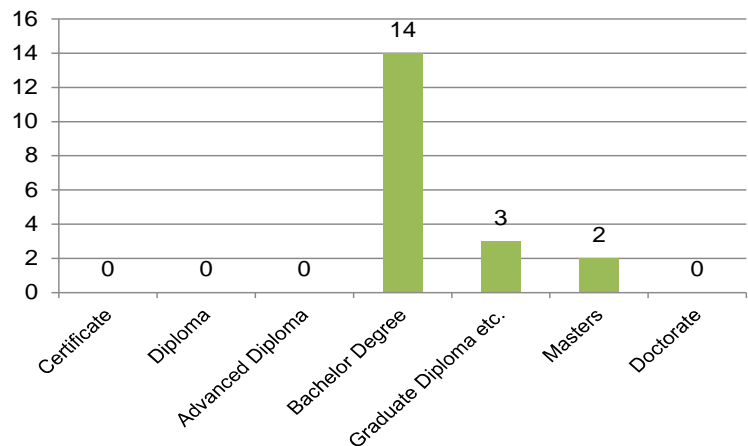
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	19	10	0
Full-time equivalents	13	6	0

Qualifications of all teachers:

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	3
Masters	2
Doctorate	0
Total	19



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$22,370.

The major professional development initiatives are as follows:

- Action Research projects led by classroom teachers, and supported by specialist staff members
- Fortnightly coaching for every classroom teacher
- Teacher release for Professional Learning, aligned to Performance Development Plan
- Modelling of practice
- Collegial observations
- Explicit Vocabulary Instruction
- Explicit Reading Comprehension Instruction (QAR)
- Teacher and Principal Conferences

Our staff profile

- First Aid courses
- Student Protection Course

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

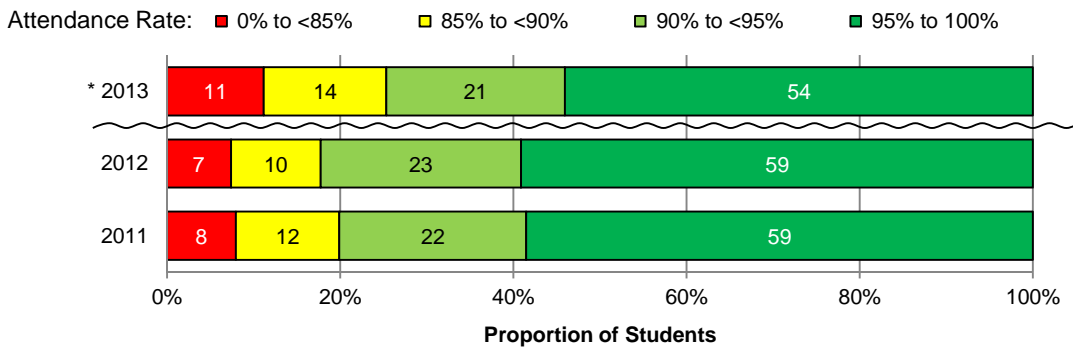
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	93%	94%	96%	96%	96%	95%					
2012	94%	95%	94%	93%	95%	96%	96%					
2013	95%	92%	94%	90%	94%	93%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice a day after the first bell and after second break. Students require a late slip if they arrive after the morning roll is marked. Parents/caregivers report absences with reasons to the student absence line. Rolls are reviewed and unexplained absences and late arrivals are followed up with parents/caregivers in person or by phone. Education Queensland's form letters are used to highlight, discuss and resolve excessive absences with parents/caregivers in line with the legislation.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a blue "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a blue "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

There were four Indigenous students enrolled in 2013. In 2013, Aboriginal and Torres Strait Islander students' attendance rates were at 88.5 %, which was above the average for Queensland State Schools. This rate was slightly lower than the attendance rate of our non-Indigenous students.

Our school utilised teacher and teacher-aid intervention for our Aboriginal and Torres Strait Islander students in literacy and numeracy.