Brisbane Central State School
Queensland State School Reporting
2015 School Annual Report

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		Principal

Principal's foreword

Introduction

Welcome to Brisbane Central State School.

2015 saw the school add F block in our school campus. F Block was at one point the Infants School, then part of the Department of Health as a Child Guidance Facility. Returned to the school in 2015, F Block was refurbished to create 6 general classrooms, a staff room and a number of small break out or meeting rooms. Students in year 3 to 6 were moved into this block allowing us to have some room for growth over the coming years.

Our school has an excellent team of dedicated, caring and experienced staff who value strong working relationships with students and parents. Our aim is to provide all students with opportunities to engage in a variety of educational activities that promote the love of learning and personal achievement and to encourage students to be active citizens within their community.

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This Report relates to our educational journey as a school community during 2015. This Report also makes some comment about the progress made by the school in terms of our achievement of the goals we had established for 2015. We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this Report to you.

This document can be accessed on the school website or a hard copy is available from the office.

Regards,
Graham Rickuss
Principal

School progress towards its goals in 2015

School Improvement Agenda 2015

Explicit Improvement	Description
Reading	*Create a shared understanding of the teaching of reading. *Alignment of pedagogy for consistency of practice throughout the school. *Create a reading program overview containing all current pedagogical practices.
Assessment Pedagogy	*Embed assessment pedagogy – A Exemplar, child friendly A criteria to guide explicit teaching and provide feedback. *Begin the use of WALT, WILF and TIB for units and lessons. *Focus on using data to create student learning goals that is communicate to students, parents, support teachers and teacher aides. *Focus on giving feedback to students on learning goals. * 5 week planning cycles with HOC
Oral Language	* Focus on including oral language within each lesson. * Use of consistent oral language strategies within the school. * Embed vocabulary pedagogy – subject specific word wall that are continually updated.
Focus Areas	**Description**
Pedagogical Framework	* Revise the use of the pedagogical framework to include: - Explicit instruction overview for lessons including WALT, WILF and warm ups.
Professional Learning	* Linked to whole school pedagogical approaches. * Continue Professional Learning Action Plans linked to Annual Performance develop plan. * Embed the use of the Timperley model for professional learning.
Coaching	* Create and put into practice the professional learning documents. * Working with coaches individually, as paired teachers and in triads.
Student Tracker	* Revise and update assessment and reporting schedule to gather data and collate as student tracker. * Use the student tracker data to inform 5 week planning, teaching and assessment as per school pedagogical framework. * Use student tracker data as a basis for data meetings each term with principal.

Future outlook

School Improvement Agenda 2016

Explicit Improvement	Description
Student Case Management in Reading	Using the Case Management approach designed by Lyn Sharratt and Micheal Fullen, teachers will explore the Big 6 of reading in more depth by collecting data on students in short cycles to improve student outcomes in reading.
Action Learning Projects focussing on writing	Introduce an on demand whole school writing task in early term 1. The data used informed teachers action learning projects for the year and provided valuable data of students writing ability. The same on demand writing task will be performed in term 4 and teachers will be able to see distanced travelled, review their successes and challenges from their action learning projects.
Talk Partners	Embed the use of talk partners within lesson. Talk partners give the students a chance to orally rehearse answers to questions with a partner. This work supports student understanding of the activity during lessons.
Digital Literacies	Use a growth mindset approach to Trial the use of digital lieteracy across the curriculum to provide varied pathways for students to use to demonstrate their understanding of the learning.

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	211	109	102	4	87%
2014	277	137	140	5	88%
2015	271	141	130	4	80%

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 2015, 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:

Our 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. Our students provide a warm welcome to new students who have come from all over the globe.

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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	24	26	23
Year 4 – Year 7 Primary	22	27	28

*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.

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School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	1
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.
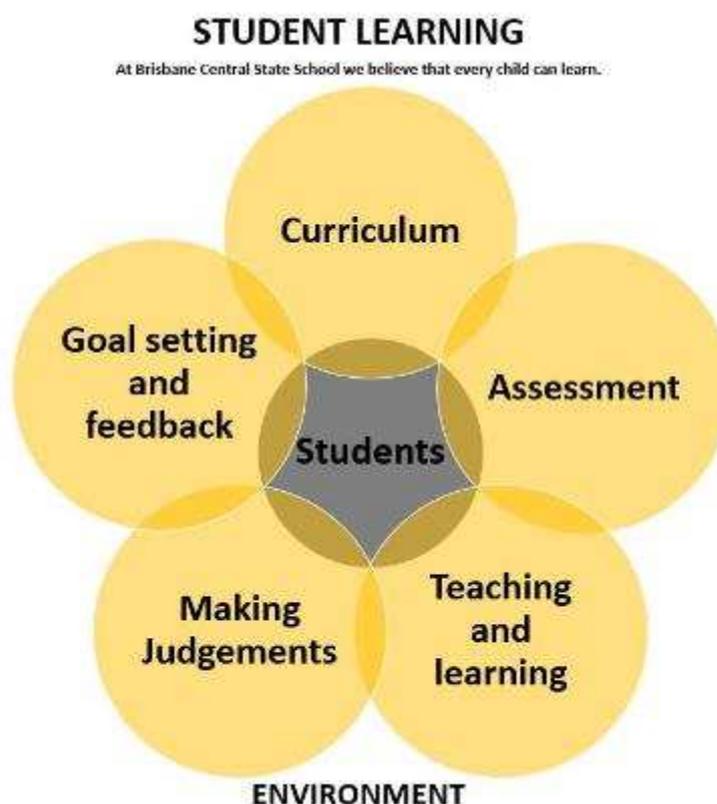
Curriculum delivery

Our approach to curriculum delivery

Brisbane Central State School's Pedagogical (Instructional) Framework.

At Brisbane Central State School our curriculum framework is underpinned by the Australian Curriculum in English, Mathematics, Science, History and Georgraph, using the Curriculum into the Classroom resources, all other subject we follow the curriculum outline by the Queensland Curriculum and Assessment Authority.

Our assessment program follows the 5 weekly cycles of English and Mathematics. All other subjects are assessed as required. We follow the systemic requirements of NAPLAN testing and Early Start on-entry to Prep testing. Our school based assessment instruments include PAT-Readning, PAT-M, PM benchmarking, PROBE, M100W, and Single Word Spelling test.

Extra curricula activities

- *Comprehensive French program from Prep to Year 6*: using the Accelerative Integrated Method (AIM). Students from Years 3 to 6, 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;
- *Instrumental Music:* Students in year 4 to 6 participate in this program by being selected at the end of year 3. Successful students are required to purchase their instrument to participate in this program.
- *Debating:* Students in year 6 participating in a debating competition. The students were successful in many of their debates against mainly private school in the area.
- *Senior and Junior Choir:* Students get to participate in weekly choir practice. The students participated in two concerts throughout the year. The Senior Choir also participated in the SingFest program at the Old Museum.
- *UQ Sports Program:* weekly skills and games development program for Years 4 to 6, with students provided the opportunity to compete against other schools;
- *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 6 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;
- *IMPACT:* Selected students participated in an online extension courses with qualified, registered teachers from the Brisbane School of Distance Education;
- *Adopt-A-Cop program:* The school's Adopt-A-Cop visited regularly delivering talks on topics such as cyber safety, protective behaviours and bullying. The Adopt-A-Cop also participated in other activities throughout the year;
- *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 5-6 Camp program*
- *Prep Oral Language Program:* Teachers to provide a weekly, comprehensive Oral Language program for 6 months.
- *Extension programs:* Students are selected to participate in a number of programs designed by the cluster including High Achievers, Mini Festival as well as Gateways and Brainways external provider programs.
- *Coding Club:* Students were selected to participate in an afterschool workshop using Scratch on the iPad or desktop computers.
- *Active School Travel:* Our School participates in this initiative in partnership with the Brisbane City Council as an aim to encourage families to walk, cycle/scooter, carpool or use public transport to come to school.
- *Paid programs:* We offer our facilities for a number of paid programs for students to access out of school hours. These include Auskick, MK13 soccer, Chinese Language Classes, French Language classes.
- *City Cluster Programs:* including Student Leadership Program, High Achievers, Mini Writers, Mini Thinkers and Mini Scientics. The City Cluster of school runs programs to promote academic achievement and student leadership.
- *Kidpeneurs:* Year 6 students create a mini business to support a charity of their choice. In team the students design, produce and sell produces at our end of year concert. All profits are given to their groups chosen charity.

How Information and Communication Technologies are used to improve learning

All classrooms possess a bank of 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 to the school's computer lab, which contains an interactive whiteboard and desktop computers. The school putchased addition iPads to create sets of 12 for classroom use generally sharing between two classes. Teachers also regularly utilised a range of ICT devices 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 70% 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 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.

In 2015, our school community participated in Book Week, Chinese New Year 'Dumpling Day', Harmony Day, Diwali, 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

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	91%	89%
this is a good school (S2035)	100%	91%	92%
their child likes being at this school (S2001)	100%	96%	92%
their child feels safe at this school (S2002)	97%	91%	95%
their child's learning needs are being met at this school (S2003)	94%	91%	89%
their child is making good progress at this school (S2004)	97%	93%	89%

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Performance measure			
Percentage of parent/caregivers who agree# that:	**2013**	**2014**	**2015**
teachers at this school expect their child to do his or her best (S2005)	97%	96%	89%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	93%	83%
teachers at this school motivate their child to learn (S2007)	91%	96%	86%
teachers at this school treat students fairly (S2008)	94%	98%	86%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	89%
this school works with them to support their child's learning (S2010)	91%	96%	89%
this school takes parents' opinions seriously (S2011)	90%	85%	86%
student behaviour is well managed at this school (S2012)	97%	83%	95%
this school looks for ways to improve (S2013)	100%	89%	89%
this school is well maintained (S2014)	97%	78%	89%
Performance measure			
Percentage of students who agree# that:	**2013**	**2014**	**2015**
they are getting a good education at school (S2048)	97%	99%	98%
they like being at their school (S2036)	94%	96%	95%
they feel safe at their school (S2037)	88%	93%	98%
their teachers motivate them to learn (S2038)	97%	99%	97%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	100%	98%
teachers treat students fairly at their school (S2041)	88%	93%	91%
they can talk to their teachers about their concerns (S2042)	83%	93%	96%
their school takes students' opinions seriously (S2043)	85%	93%	88%
student behaviour is well managed at their school (S2044)	86%	94%	88%
their school looks for ways to improve (S2045)	97%	99%	93%
their school is well maintained (S2046)	94%	97%	98%
their school gives them opportunities to do interesting things (S2047)	85%	96%	95%
Performance measure			
Percentage of school staff who agree# that:	**2013**	**2014**	**2015**
they enjoy working at their school (S2069)	95%	92%	95%
they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	100%	89%

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	96%	95%
staff are well supported at their school (S2075)	95%	91%	95%
their school takes staff opinions seriously (S2076)	83%	86%	94%
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)	90%	96%	84%

\# '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 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 lessons, Arts lessons and through attending excursions. Parental involvement and support was also provided to ensure the smooth running of a number of school events.

Face to Face parent interviews are conducted twice each year at the end of term 1 and 3. Parents are expected to attend these interviews. Teachers or parents are able to request other times to meet with the parents to discuss progress or outline support plan the school intends to implement.

The highlight of the 2015 was the operation and running of the 140th Anniversary Celebration. The Celebration brought together past, present and future students as well as the community. 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 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.

Parents volunteered their time for the running of cultural events during the year including, Dumpling Day (celebration Chinese New Year), Mardi Gras (Pancake Tuesday for French community), Diwali and Harmony Day.

The school continues to run free English classed for parents who would like additional opportunities to learn English. The class, which is taught by three volunteer, qualified TESOL teachers, combines excursions with learning experiences aimed at providing opportunities for parents to practice and learn English.

During 2015, advanced learning reference group was created for parents to participate and have a say in the programs provided for those students that demonstrate high achievement within the curriculum as well as in program outside of school.

Reducing the school's environmental footprint

Brisbane Central State School has a number of solar panels, to offset our electricity consumption. Newer buildings are equipped with lighting that come on when someone enters the room and automatically turn off. 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 has been established, with students growing a range of vegetables and herbs as part the After School Care program. We have a paper and cardboard recycling bin to reduce our waste into landfill.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	61,594	817
2013-2014	68,367	1,457
2014-2015	73,659	1,956

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	13	0
Full-time equivalents	17	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.**	6
Masters	6
Doctorate	0
Total	**21**
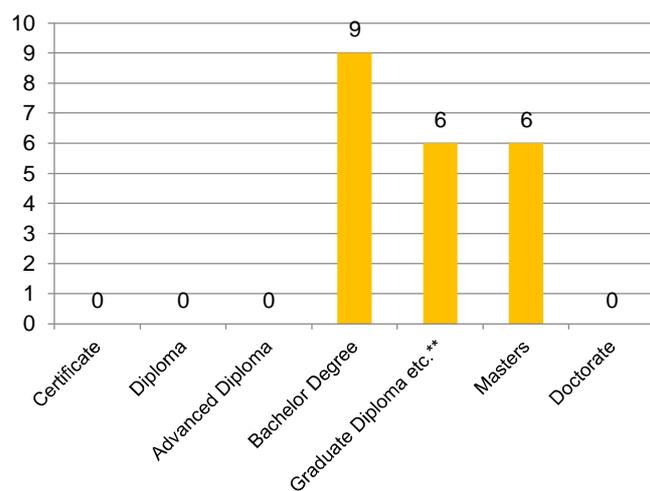
*Teaching staff includes School Leaders

**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 2015 were $23 355

The major professional development initiatives are as follows:

- Pedagogical Framework
- Reading: reading eggs, QAR, Explicit teaching for Modelled, Shared, Guided and Independent reading
- Oral Language: talk partners
- Student Data
- Responsible Behaviour Plan for Students
- Understanding Bilingual students

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2015 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

School name | GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

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Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	83%	78%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)							
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	95%	92%	94%	90%	94%	93%	94%
2014	90%	93%	96%	93%	96%	94%	95%	94%
2015	93%	93%	93%	96%	95%	96%	94%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
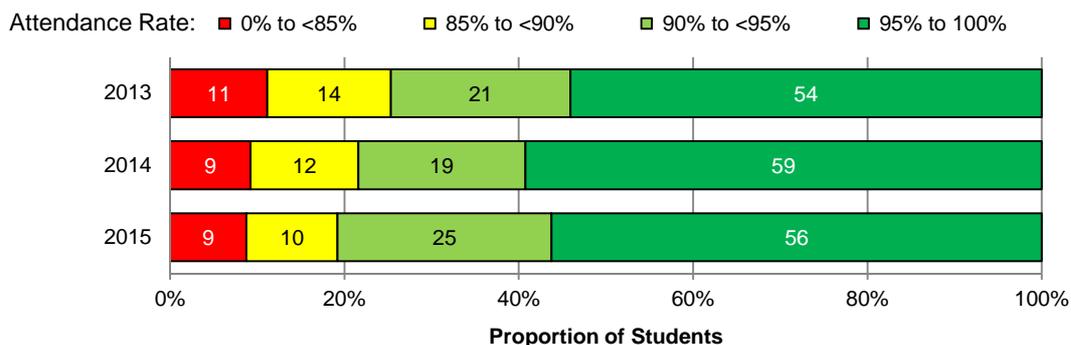
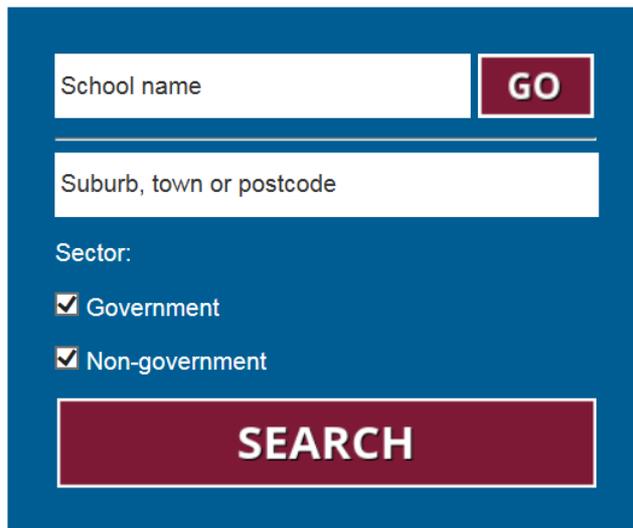### Description of how non-attendance is managed by the school

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.

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.**

Find a school

School name	**GO**

Suburb, town or postcode

Sector:

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SEARCH

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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.