

Brisbane Central State School (0207)

Queensland State School Reporting

2012 School Annual Report



Postal address	Rogers Street Spring Hill 4000
Phone	(07) 3230 4333
Fax	(07) 3831 5469
Email	the.principal@briscentss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Melissa Burke, Principal

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 2012 school year. A Teaching and Learning Audit was completed towards the end of 2012. As a result of the audit, the school's Explicit Improvement Plan for 2013 – 2014 was developed in consultation with staff and members of the school community.

School progress towards its goals in 2012

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 student 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 2013 include:

- 1. Implement the Australian Curriculum :**
 - Adapt and adopt C2C English, Mathematics, Science and History 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 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
 - Establish and regularly monitor cohort standards and individual targets for students
 - Track and monitor student data against Year Level targets and goals of Assessment Plan
- 4. Develop instructional leadership with a focus on workforce performance:**

Our school at a glance

- Continue evidenced based data driven Action Research Projects where teachers lead inquiry
 - Connect and align Action Research Project to Developing Performance Framework
- 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
 - Work with members of school community to develop a Parents and Community Engagement Plan

Our school at a glance

School Profile

- Coeducational or single sex: **Coeducational**
- Year levels offered in 2012: **Prep - Year 7**
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	172	83	89	91%
2011	184	93	91	90%
2012	217	111	106	89%

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 60% of our students speak English as a Second Language, 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 212 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		
	2010	2011	2012
Prep – Year 3	20	21	23
Year 4 – Year 10	24	26	17
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
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 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, at Kelvin Grove. Students received 1:5 tuition from a qualified instructor, at their individual level. Year One and Four. Prep students attended swimming lessons during Term 4;
- *Project 600:* Selected students participated in an online Maths Extension course with qualified, registered teachers from the Brisbane School of Distance Education;
- *Dot Com Kids :* 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 Deloitte Accounting, and Navitas, through the Australian Business Community Network. Employees from both companies, volunteered weekly to read with identified students;
- *Canberra Trip:* Students in Years 6 and 7 attended a 5 day Canberra Trip , incorporating Old and New parliament House, National Art Gallery, Royal Mint and Australian War Memorial. The trip was closely aligned to the Study of Society and the Environment.
- *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.
 - *Chess Club:* a number of 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. Students outside of these year levels who demonstrated levels of music competency were invited to also be a part of the band. The band performed in a number of concerts across the year.
 - *Choir:* Students from Years 4-7 were invited to be part of the band. The band performed on term concerts, in public spaces during Fete de la Musique, and with other schools as part of Singfest.
-

Our school at a glance

- *Student Council:* Student Leaders participated in weekly meetings focussed on fundraising for the school. Student Council hosted a very successful school disco to raise funds to offset cost of the Canberra Trip.

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 Dell desktop computers. 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. In particular, teachers designed EdStudios to allow students to communicate and discuss with peers from other schools about curriculum content. 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 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 2012, our school community participated in a P-3 and 4-7 Disco, Indian Independence Day, Harmony Day, NAIDOC Week, Arbor Day, Under 8's Day, Bastille Day, French Café Theatre, School Concerts, and Science Week.

Our 2012 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", Region and State schools.

Item	Student- as % of Total Agreement				Parent- as % of Total Agreement			
	School	Like Schools	Region	State	School	Like Schools	Region	State
I feel safe at my school/ My child feels safe at this school.	100	94.4	92.9	88.6	96.4	98.0	96.7	95.3
Teachers at my school treat students fairly/ Teachers at this school treat students fairly.	97.4	88.8	83.9	81.7	100	94.0	92.9	90.7
Student behavior is well managed at my school/ Student behavior is well managed at this school.	89.5	83.4	77.0	75.0	100	90.8	91.0	90.4

Parent, student and staff satisfaction with the school

The 2012 School Opinion Survey demonstrated an improvement in parents' and students' levels of satisfaction with the school overall, as reflected in the questions pertaining to student outcomes, curriculum, teaching strategies, learning and school climate and resources. Parents were also satisfied with school-community relations. The overall parent satisfaction rating was well above state mean. The 2012 Survey demonstrated an improvement in staff responses to items relating to the physical work environment, school

Our school at a glance

operations, staff morale, support, resources and training, work roles and work value and recognition.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.4%
this is a good school	96.4%
their child likes being at this school*	100.0%
their child feels safe at this school*	96.4%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	96.4%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.3%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.6%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	94.7%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	97.4%
teachers treat students fairly at their school*	97.4%
they can talk to their teachers about their concerns*	94.7%
their school takes students' opinions seriously*	97.4%
student behaviour is well managed at their school*	89.5%

Our school at a glance

their school looks for ways to improve*	92.1%
their school is well maintained*	92.1%
their school gives them opportunities to do interesting things*	91.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	94.1%
with the individual staff morale items	96.3%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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, Indian Independence Day celebrations, Under 8's Day, Arts Show, Sports Days and NAIDOC Week, and the annual Christmas Concert.

In 2012, our small, but committed P&C, provided input to and feedback on school policies and procedures, curriculum plans and practices. The P&C fundraised as part of a number of school events, including an Art Show, Concerts, and Mothers' and Fathers' Day stalls.

In late 2010, the parent "Craft Group" was formed. This group (which consists of parents that come from a variety of cultural backgrounds), gathers together on a weekly basis to share cultural skills and practices, as well as perform a number of tasks and functions to benefit the school.

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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2012, 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 has decreased as a result of 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, with plans to grow a range of vegetables.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	47,137	45
2010-2011	48,548	81
2011-2012	58,285	179

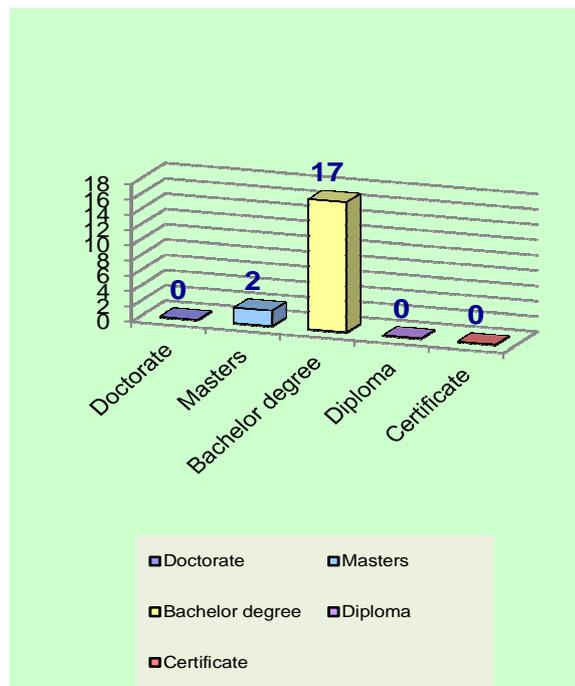
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	8	0
Full-time equivalents	12.6	5.4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	17
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$13 400.

The major professional development initiatives are as follows:

- Action Research projects led by classroom teachers, and supported by specialist staff members
- Coaching for beginning teachers
- Explicit Vocabulary Instruction
- Explicit Reading Comprehension Instruction (QAR)
- ICT workshops – EdStudios, Excel, OneSchool

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.7%	96.5%	97.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.6% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

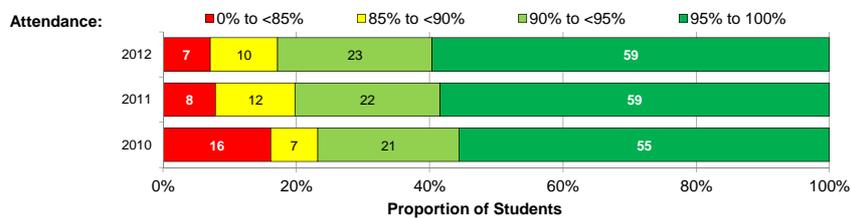
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	93%	92%	95%	95%	93%	94%	91%
2011	96%	93%	94%	96%	96%	96%	95%
2012	94%	95%	94%	93%	95%	96%	96%

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 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.

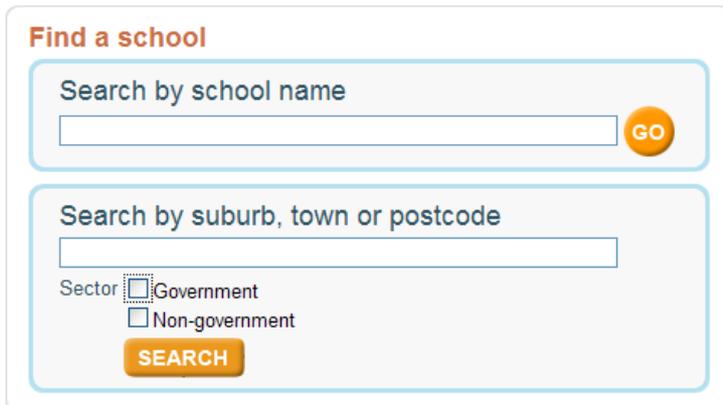
Rolls are marked twice a day after the first bell and after second break. Students require a late slip if they arrive after the morning roll is marked. Parents/caregivers report absences with reasons to the student absence line. Rolls are reviewed and unexplained absences and late arrivals are followed 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.

Performance of our students

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 image 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 six Indigenous students enrolled in 2012. In 2012, Aboriginal and Torres Strait Islander students' attendance rates were at 86.1 %, 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-aide intervention for our Aboriginal and Torres Strait Islander students in literacy and numeracy.