



BRISBANE CENTRAL

Brisbane Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

At Brisbane Central State School we strive to be respectful, creative learners. Our friendly, inner-city school is characterised by our growing, multicultural student population. Established in 1860, Brisbane Central is also a school of historical significance. The main building and library are heritage listed and the community has a great sense of pride and interest in the school's architecture and history.

There are currently 422 students enrolled at Brisbane Central State School. Presently, there are 18 classes from Prep to Year 6, comprised of single year levels and multi-age groupings. 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.

The school's central focus is to develop highly literate and numerate students in all curriculum areas, but particularly in the areas of English, Mathematics and Science. Our class and specialist teachers, in partnership with our teacher aides, are focussed on the explicit teaching of vocabulary and reading comprehension.

Consistently good literacy, numeracy and Science results are achieved through a philosophy of continuous improvement and individualised programs based on data-driven teaching. Staff are supported by the school leadership team to engage in professional learning that aligns to student achievement data and the school's priorities.

The school employs a Literacy Coach and Inclusion Support staff above the school's allocation to directly support student learning and lead teacher professional development. Our EAL/D specialist teacher leads a team of dedicated staff who supply intensive support for newly arrived students who are new to English, and provide direct professional support to classroom teachers. The school also employs additional teacher aides to work directly with students in class to support and enhance student learning, particularly in the areas of vocabulary enhancement, reading and numeracy.

Our culturally diverse school community places a high value on education. Our students are well-behaved, and are engaged and highly motivated to learn. To develop students' strengths and talents, our school provides a range of curricular and extra-curricular activities.

French is taught to all students from Prep to Year 6. A number of Gifted and Talented programs are also offered to our students through the school's partnership with the City Cluster Schools. Our students enjoy a range of excursions, including a biennial Year 5/6 trip to Canberra, live performances and festivals.

Our growing Music program includes weekly lessons for all students, a school choir, and an Instrumental Band program, all provided by specialist teachers. Our Music students frequently perform on school assemblies, and at public events and music camps.

Our community also encourages the involvement of students in physical activity. All students receive at least one weekly Physical Education lesson from a specialist teacher. Students also participate in an offsite swimming program in Term 1 and Term 4. The school also receives Sporting Schools funding from the Australian Sports Commission to support the many sporting opportunities on offer. Students in Years 5 and 6 also participate in district sporting trials striving for selection in City District, Met North and Queensland teams.

Central to school life are the close connections to our community partners. Our school enjoys a productive relationship with our P&C Association, who organise events and fundraisers in collaboration with the school leadership team and school staff. Our P&C hosts a biennial Art Show and supports school events. Our strong partnerships with local community are also demonstrated through our partnerships with Brisbane Girls Grammar, All Hallows, St Laurances College and St James College.

School progress towards its goals in 2018

Explicit Improvement	Description	Progress
Implement a consistent and explicit approach to the teaching of reading	<ul style="list-style-type: none"> • Continue ongoing professional learning of the gradual release of responsibility model for teaching reading through consistent use of reading procedures (Modelled, Shared, Guided and Independent) to teach the reading comprehension strategies as outlined in the national curriculum. Implementation of Read Write Inclusive phonics program • Use of explicit data cycles to monitor and track progress and provide feedback for RWI • Implement Instructional and Peer Coaching to develop teacher capability and capacity to teach the reading procedures • Continue focussed conversations with staff on implementing a Balanced Reading Program (includes Gradual Release Model) • Embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron) • Explicit teaching of Reading Comprehension Strategies in Prep to Year 6 	Achieved with ongoing monitoring and induction for new staff.
Implement a consistent and explicit approach to the teaching of vocabulary	<ul style="list-style-type: none"> • Intentional teaching of vocabulary in context based on Beck and McKeown's research 	Partially achieved with ongoing alignment to pedagogical framework
Develop staff capability to implement the Australian Curriculum Mathematics	<ul style="list-style-type: none"> • Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent. • Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context. • Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum • Provide opportunities for staff to engage in moderation within and across schools using the GMA Show Me Papers. • Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding, problems solving • Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks. • Share successful practice across classrooms 	Achieved. Further work required to enable moderation between classes and year levels
Develop Staff Capability to teach critical and creative thinking	<ul style="list-style-type: none"> • Implement consistent, purposeful and intentional approach to teaching critical and creative thinking • Plan and assess through an inquiry approach framed by the use of Age Appropriate Pedagogies (AAP) in Prep • Investigate Inquiry based curriculum frameworks/approaches 	Working towards building alignment of purposeful and intentional approach to teaching critical and creative thinking with our pedagogical framework

Future outlook

Brisbane Central State School 2019 Explicit Improvement Agenda

The establishment of our Professional Learning Teams will allow us to challenge ourselves to be lifelong learners. We will work to continually enrich our repertoires of practice, to include high yield strategies, to be inventive and innovative and to develop collaborative expertise. We will engage in feedback opportunities to support our students and teachers learning.



Develop a Feedback Culture

- Building classrooms where we celebrate the struggle and make visible the growth
- Develop a shared understanding of good formative assessment and its associated feedback
- Case Management process supporting differentiated instruction

Positive Behaviour for Learning

- Common purpose and approach to teaching behaviours
- Common purpose and approach to encouraging expected behaviours
- Continuum of procedures for monitoring the ongoing effectiveness of PBL

Pedagogical Framework

- Refine the Pedagogical Framework to reflect the local context
- Identify, define and work within our PLTs to develop a shared understanding of our signature practices

Creative Respectful Learners

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	279	302	347
Girls	146	159	176
Boys	133	143	171
Indigenous	4	2	2
Enrolment continuity (Feb. – Nov.)	87%	80%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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. Approximately 70% 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.

Students come to us from 36 different countries, and speak 54 different languages.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	23	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Brisbane Central State School our curriculum framework is underpinned by the Australian Curriculum, using the Curriculum into the Classroom resources to support teaching and learning across all curriculum areas.

Our Early Years program is underpinned by the teaching of synthetic phonics through the Read Write Inclusive program.

We follow the systemic requirements of NAPLAN testing and Early Start on-entry to Prep testing. Our school based assessment instruments include PAT-Reading, PAT-M, PM benchmarking (Prep – 2), Diagnostic Reading Assessment (Year 3-6), and Single Word Spelling test.

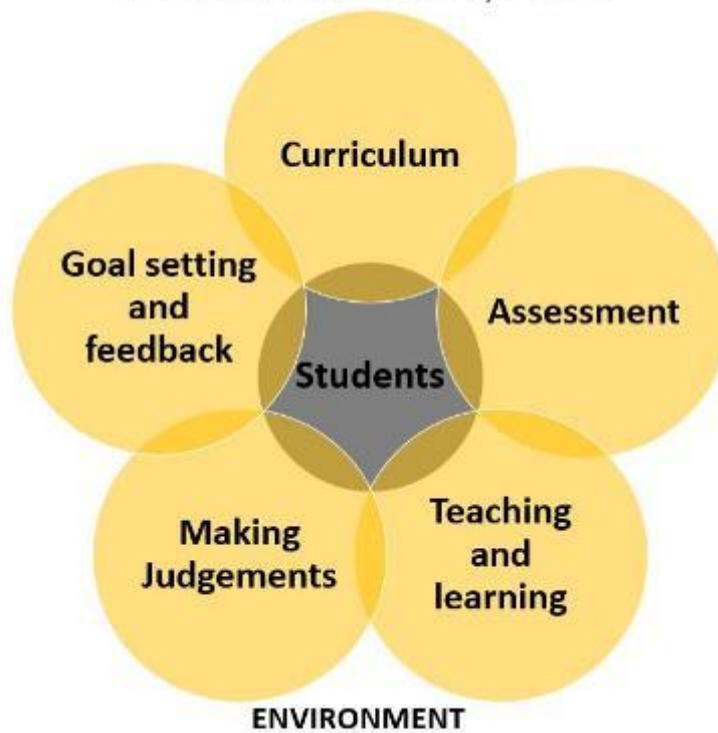
Music, Physical Education and French are taught to all students by specialist teachers.



STUDENT LEARNING

At Brisbane Central State School we believe that every child can learn.

LEADERSHIP



PROFESSIONAL LEARNING

Co-curricular activities

- *Comprehensive French program from Prep to Year 6:* Students from Years 3 to 6, received up to 90 minutes per week of French lessons. Students from Prep to Year 2 receive up to 30 minutes;
- *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 5 & 6 participating in an intra-school debating competition. The students from year 4-6 were involved in a 10 week long intensive before and after school program culminating in a debating night adjudicated by QDU judges;
- *Junior Choir:* Students get to participate in weekly choir practice. The students participated in the end of year concert and the Carols by Candlelight at St Paul's church;

- *UQ Sports Program*: weekly skills and games development program for Years 4 to 6, with students provided the opportunity to develop their skills in a variety of sports;
- *English as an Additional Language or Dialect 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;
- *Swimming lessons*: Year 1 to 6 attended swimming lessons at outside facilities. 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;
- *Reading Club*: A partnership with a local independent school supporting students' literacy development;
- *Homework Club*: A partnership with a local independent school supporting our EAL/D students with the literacy demands of homework;
- *Year 5-6 Camp program*: The re-established Canberra Camp program saw our students heading to the nations capital;
- *Prep Oral Language Program*: Teachers 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;
- *Kidpreneurs*: 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;
- *Sporting Schools*: We received funding from the Australian Sports Commission to provide free sports coaching in Athletics and Hockey.

Paid programs: We offer our facilities for a number of paid programs for students to access out of school hours. These include Auskick, Chinese Language Classes, Chess and Rookies to Reds;

City Cluster Programs: including Student Leadership Program, High Achievers, Mini Writers, Mini Thinkers and Mini Scientists. The City Cluster of school runs programs to promote academic achievement and student leadership.

How information and communication technologies are used to assist learning

All classrooms possess a bank of iPads and access to trolleys of shared laptop computers. All computers in the school are able to access the school's network, and wireless data access is available within the school. There are large screen televisions or smartboards situated in every classroom. All classes had weekly access to the school's computer lab, which contains an interactive whiteboard and desktop computers. 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.

Social climate

Overview

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, responsible and respectful, 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 2018, our school community participated in Book Week, Harmony Day, Under 8's Day, School Concerts and many cultural days recognising the diversity of our students and local community.

In 2018 we made a concerted effort to fulfil our social contract with the local community. Our Choir performed for the residents at Villa Maria aged care facility. Our School Leaders worked with the Salvation Army to provide homeless packs for the people of Brisbane as their legacy project and we worked with local artists to create murals and art works as part of our Art Show.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	92%	96%
• this is a good school (S2035)	98%	97%	98%
• their child likes being at this school* (S2001)	98%	100%	98%
• their child feels safe at this school* (S2002)	96%	95%	96%
• their child's learning needs are being met at this school* (S2003)	96%	92%	90%
• their child is making good progress at this school* (S2004)	96%	92%	90%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	84%	96%
• teachers at this school motivate their child to learn* (S2007)	98%	92%	92%
• teachers at this school treat students fairly* (S2008)	100%	95%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	98%
• this school works with them to support their child's learning* (S2010)	96%	84%	94%
• this school takes parents' opinions seriously* (S2011)	98%	89%	91%
• student behaviour is well managed at this school* (S2012)	86%	95%	90%
• this school looks for ways to improve* (S2013)	95%	92%	92%
• this school is well maintained* (S2014)	91%	84%	88%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	99%	99%
• they like being at their school* (S2036)	97%	96%	99%
• they feel safe at their school* (S2037)	96%	99%	100%
• their teachers motivate them to learn* (S2038)	99%	96%	100%
• their teachers expect them to do their best* (S2039)	96%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	99%
• teachers treat students fairly at their school* (S2041)	88%	96%	96%
• they can talk to their teachers about their concerns* (S2042)	94%	94%	92%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	95%	93%	89%
• student behaviour is well managed at their school* (S2044)	78%	85%	86%
• their school looks for ways to improve* (S2045)	95%	98%	100%
• their school is well maintained* (S2046)	95%	98%	91%
• their school gives them opportunities to do interesting things* (S2047)	96%	99%	99%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	94%	96%
• they feel that their school is a safe place in which to work (S2070)	95%	84%	96%
• they receive useful feedback about their work at their school (S2071)	95%	94%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	92%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	100%	95%	91%
• student behaviour is well managed at their school (S2074)	84%	74%	87%
• staff are well supported at their school (S2075)	100%	79%	83%
• their school takes staff opinions seriously (S2076)	94%	72%	86%
• their school looks for ways to improve (S2077)	100%	94%	86%
• their school is well maintained (S2078)	95%	79%	74%
• their school gives them opportunities to do interesting things (S2079)	94%	84%	91%

* 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 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.

Parental involvement and support is 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.

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 conveners 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.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

These programs include:

- Lessons developed that cover personal safety and strategies to keep self and others safe
- Participation in awareness raising events (e.g. Day for Daniel) to educate our students about the importance of personal safety and respectful friendships
- Working with external providers such as Life Education to provide expert advice on respectful relationships and person safety

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	5	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

As Brisbane Central State School continues to grow in enrolments, we are making every effort to reduce our environmental footprint (as based on electricity and water usage rate provided in the table below).

ENVIRONMENTAL FOOTPRINT

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	79,599	129,533	
Water (kL)	4,036	1,714	1,823

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	19	<5
Full-time equivalents	22	11	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	3
Bachelor degree	17
Diploma	1
Certificate	

*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 2018 were \$132 477

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Formative Assessment
- Read Write Inclusive
- Instructional Coaching and Feedback Cycles
- Critical and Creative Thinking
- Literacy Coaching

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	95%
Attendance rate for Indigenous** students at this school	93%	79%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

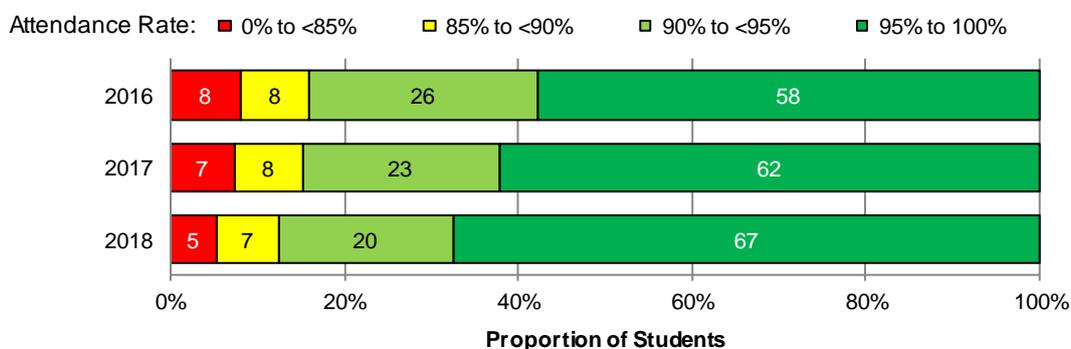
Year level	2016	2017	2018
Prep	92%	94%	94%
Year 1	96%	94%	96%
Year 2	95%	95%	95%
Year 3	95%	95%	96%
Year 4	96%	96%	96%
Year 5	93%	96%	95%
Year 6	93%	94%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 via text message (daily) and in person or over the phone (when required for consistent absences).

Education Queensland's form letters are used to highlight, discuss and resolve excessive absences with parents/caregivers in line with the legislation.

Regular newsletter articles are also published to highlight the importance of being at school on time and maintaining regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		Go
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.