Our school at a glance

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Webpages Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.

Contact Person Ms Melissa Burke, Principal

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 2011 school year. The Quadrennial School Review was completed at the end of 2011. As a result of this review, the school’s Strategic Plan for 2012 – 2014 was developed in consultation with all members of the school community. Our core priorities and future vision for Brisbane Central State School is also outlined.

School progress towards its goals in 2011

Focus areas for continued school improvement in 2011 included:

- The further embedding of practice as outlined in the Brisbane Central State School Curriculum Framework and school curriculum plans, taking into account the 2011 changes in Education Queensland’s Curriculum Roadmap and the 2010 Teaching and Learning Audit.
- Raised staff awareness of the content of the National Curriculum for English, Maths, Science and History in readiness for implementation in 2012.
- Further refined the use of data to inform teaching and learning, and the delivery of timely intervention to individuals and groups of students with clear communication strategies occurring with parents/caregivers.
- Broadened strategies to improve involvement of, and information to, the parent community.
Our school at a glance

- Enhanced the appearance, safety and functionality of the school grounds and facilities.
- Improved access to professional development for staff.
- Increased support for staff in using ICTs to assist them in their work.
- Implementation of School Improvement Plan, based on school and systemic data (NAPLAN, School Opinion Survey, QCATS) and priorities.
- Use of flexible staffing to identify Early and Middle Phase Curriculum leaders, Intervention Teacher and a Gifted Education Mentor to advance the School Improvement Agenda, and provide opportunities for staff to lead and work in teams to share, identify and implement best practice.
- Development of strategies for staff to obtain feedback and coaching/mentoring opportunities from and through the school leadership team.

Future outlook

Our core improvement priorities for 2012 include:

1. Reading:
   - Analysis of systemic and school based data to determine gaps, particularly for CALD students
   - Focussed implementation of comprehension frameworks across the school
   - Focussed implementation of explicit vocabulary study in context of C2C
   - Support the building of teacher capacity in the area of reading comprehension and explicit vocabulary instruction.

2. Implement National Curriculum using Curriculum to the Classroom units:
   - Continued focus on front-ending assessment tasks
   - Development of child friendly criteria and task sheets
   - Review of School Curriculum Framework and Assessment Schedule

3. Use of Student Achievement data:
   - Teacher use of data to inform and differentiate teaching pedagogies
   - Use of OneSchool data (systemic and school based) for analysis
Our school at a glance

- Development of student learning goals and strengthen feedback practices

4. School Culture:
- Further develop multicultural character of the school
- Further develop teacher sharing of professional practice

5. ICTS:
- Training of OneSchool Administrators
- Improve the provision of ICT hardware, software and infrastructure:
  - Implement School’s E-Learning Plan
  - Develop Rollover Plan to replace all laptops, desktops and invest in tablets in classrooms.

School Profile
Our school at a glance

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

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>184</td>
<td>93</td>
<td>91</td>
<td>90%</td>
</tr>
</tbody>
</table>

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 50% 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.

Due 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.1</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
</tbody>
</table>
**Our school at a glance**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Distinctive Curriculum Offerings:

During 2011, Brisbane Central adopted an approach to school-based program curriculum development based on the Queensland Curriculum and Reporting Framework (QCARF), including the Essential Learnings, the Ways of Working and the Assessable Elements for each Key Learning Area at the appropriate year level/s standard. Adjustments were made according to the needs of learners. Teachers also developed assessment tasks based on investigations, learning contexts, and inquiry questions for each Key Learning Area or an integration of a number of Key Learning areas. Other opportunities for our students included:

- **Multi-age classes (in some year levels):** allowed teachers to differentiate the curriculum according to the learner’s strengths or identified areas for improvement;

- **Languages Other Than English:** Students learned French from Prep to Year 7. Students participated in a number of French cultural activities, including the French Film Festival, French Café Theatre and Bastille Day.

- **Young Scholars Program:** Students in Year 5, identified as gifted and talented in specific key learning areas, participated in workshops at the Academies of Science, Maths and Technology and the Creative Industries.

- **High Achievers Program:** Students in Year 5, 6 and 7, identified as achieving highly in specific key learning areas and had the opportunity to participate in a weekly enrichment program held at Kelvin Grove State College;

- **UQ Sports Program:** weekly skills and games development program for Years Four to Seven, with students provided the opportunity to compete against other schools.

- **Choir:** Students in Years 5 to 7 participated in Choir with various performances throughout the year, including the annual Christmas Concert.

- **Dance Fever:** Students in Prep to Year 2 are taught dances from an external provider, with performances held for the school community.

- **Arts Performances:** Students attend a performance each term.

- **English as a Second Language Program:** Specialist Teachers who specialised in the teaching of students for whom English is a Second Language, worked in cooperation with students and teachers for 3 days per week

- **Swimming lessons:** Year One to Seven attended swimming lessons at Windsor State School Pool in Term One and Four. Prep students attended swimming lessons during Term 4 at Healthworks, Kelvin Grove.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Brisbane Central State School (0207)

Our school at a glance

• **Adopt-A-Cop:** 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 Teacher:** A teacher was employed throughout the year to provide additional support in literacy and numeracy to Indigenous students (Closing the Gap Program) and students identified through school-based and systemic assessment tools.

• **Spark Reading Program:** A partnership was formed between the school and Deloitte Accounting, in which employees volunteered weekly to read with identified students.

Extra curricula activities

• **Chess Club:** a number of students participated each week, with a significant number of students participated 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.

• **Instrumental Music:** An on-site Instrumental Music Program commenced in 2010, in cooperation with the Billy Hyde Music Academy.

• **Lunchtime Clubs:** Student leaders ran lunchtime clubs for students in Prep to 3. Staff ran lunchtime clubs in Science, Visual Art, Athletics and Jump Rope for Heart.

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 laptop computers. In 2011, teachers had access to a range of ICT devices, including data projectors, digital cameras, iPod touches, Flip Minos, Belkin Rockstars 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.
Our school at a glance

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 50% of our students are from Culturally and Linguistically Diverse Backgrounds and these communities are well-supported and are active contributors to our school. Protestant and Catholic Religious Education are offered fortnightly from Years One to Year Seven. The school’s Responsible Behaviour Plan focuses on the provision of a safe and supportive learning environment which has been developed through consultative process with members of the school community. 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 2011, our school community participated in a P-3 Disco, 4-7 Disco, School Sleepover, Free Dress Days, and French Café Theatre, Student Council events, Diwali Festival and a cultural visit from teachers from the Maldives.

Parent, student and teacher satisfaction with the school

The 2011 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. Staff responded positively about the school in relation to questions around their physical work environment, school operations, staff morale, support, resources and training, work roles and work value and recognition. Improvements in 4 out of the 5 aspects occurred in 2011. In 2012, the focus will be on continued improvement in parent communication.

Performance measure

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers satisfied that their child is getting a good education at school</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Percentage of students satisfied that they are getting a good education at school</th>
<th>92%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>71%</td>
</tr>
</tbody>
</table>

DW – Data withheld

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. A number of Showcase Days to inform parents about particular key learning areas were held, as well as end of unit celebrations which were well-attended by parents. Parental involvement and support was also provided to ensure the smooth running of a number of school events, including school disco nights, sleepovers, the Diwali Festival, and the annual Christmas Concert.

In 2011, our small, but committed P&C, provided significant support for a number of fundraising ventures, in particular, the provision of air-conditioning units for all classrooms. The P&C also provided input to, and feedback on school policies and procedures, curriculum plans and practices. In late 2010, the parent “Craft Group” was formed. This group (which is representative of most classes across the school and with parents that come from a variety of cultural backgrounds), also performed a number of tasks and functions to benefit students.

Parent volunteers were also responsible for the smooth and seamless operation of the uniform shop. Our volunteers enabled all students to have ready access to school uniforms, ensuring there were options for all budgets. Our parent uniform convenors ensured a warm welcome and local information for all new
parents to the school, many of whom were new to the state or to the country.

Reducing the school’s environmental footprint

In 2011, 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.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>48,548</td>
<td>81</td>
</tr>
<tr>
<td>2010</td>
<td>47,137</td>
<td>45</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>17</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>14</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $15,702.27

The major professional development initiatives were as follows:

• City Cluster Schools: Moderation, Professional Learning Conference
• Science Spark Training: Years 4-7
• Staff Member trained to be a Gifted Education Mentor
Our staff profile

- First Aid Training
- Interactive Whiteboard Training
- On-line learning opportunities through the Learning Place

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2011 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.

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**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Distribution Chart]

**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/](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

Search by school name

Search by suburb, town or postcode

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 2011. Our Indigenous students achieved above the National Mean for Reading in the 2011 NAPLAN Tests. In Writing and Numeracy, students achieved at the National Indigenous Mean, and just below the National Indigenous Mean respectively.

In 2011, Indigenous students’ attendance rates were at 94.3 %, which was above the average for Queensland State Schools. This rate was also comparable to our non-indigenous students.

Our school utilised teacher and teacher-aide intervention for our indigenous students in literacy and numeracy.