



BROOKFIELD State School Independent Public School

Belong – Strive – Succeed

ANNUAL REPORT

2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Brookfield State School provides a supportive school environment and is committed to developing the potential in every child through high quality academic programs, the Arts, physical activity and extra-curricular opportunities. Our school improvement agenda has seen students continue to grow and improve and develop a strong foundation essential for lifelong learning.

Brookfield State School has a warm, inclusive, 'rural' feel, yet is only 20 minutes from the centre of Brisbane. Our school has a very positive and strong reputation in the wider community as catering for individual difference, providing a well-balanced education and building social and emotional resilience through 'Bounce Back', a well-being and resilience program for students.

Brookfield State School has a current enrolment of 514 students across Prep to Year 6. Established in 1871, Brookfield State School has served an area that has seen growth from a timber, gold mining, farming and small-crop production district, to a thriving semi-rural and suburban residential area supporting a middle to upper socio-economic population of professional and self-employed citizens.

In 2015, Brookfield became an Independent Public School and established a Professional Collaborative Learning Centre (PCLC) with the aim to improve teaching quality through developing professional knowledge, professional practice and professional engagement. The PCLC is used extensively by all staff and members of the broader community to build capability and ensure we deliver evidence-based best teaching and learning practices.

Our curriculum is underpinned by our belief in every student succeeding and developing as a lifelong learner who is: a knowledgeable person with deep understanding, a complex thinker, a creative person, an active investigator, an effective communicator, a participant in an independent world, and a reflective and self-directed learner.

Principal's Forward

Introduction

The School Annual Report provides parents and members of the school community with information about the school's activities and performance over the past year. It highlights the strengths of teaching and learning programs at our school and identifies areas for development and improvement.

Brookfield State School is focussed on every student succeeding. We pride ourselves on our unrelenting focus on improving student performance, balanced with fostering and supporting each child's cognitive, creative, social, emotional and physical development. Our endeavour to improve the quality of educational experiences for all students drives everything we do.

Our improvement agenda identifies high impact strategies to lift performance across the school to ensure every student succeeds.

School Progress towards its goals in 2016

Brookfield State School maintained its commitment to improving reading, writing and numeracy outcomes for every student. The 2016 Annual Implementation Plan outlined the priority actions in each area with associated targets and timeframes. Targets were met and the data collected has informed future practice.

The PCLC operated successfully in 2016 with more than 80% of teachers attending professional learning opportunities to build their capabilities in delivering effective reading, writing and numeracy programs. This commitment is outside of their mandated one-hour/week and is reflective of a high performing team culture. All teaching staff undertake a pedagogical reflection each term; a formal classroom observation focusing on the school's improvement agenda. These pedagogical reflections are linked to each teacher's Annual Performance Development Plan and the reflective conversation is a commitment to improved practice.

100% of students across Prep to Year 6 had visible reading, writing and numeracy goals which were reviewed regularly with feedback provided by teachers and peers. The goals and the nature of the feedback is directly linked to curriculum programs and improved learning. The lesson intent and success criteria is shared before each lesson as part of our embedded explicit teaching approach.

The school's assessment schedule ensures a range of standardised and school-based assessments are performed to monitor progress inform further differentiated teaching and learning opportunities. Moderation occurs within the school to ensure there is consistency in teacher judgments and across school moderation occurs twice yearly with an explicit focus on narrative and persuasive writing.

Each of the priority areas (reading, writing and numeracy) are scanned and assessed regularly to ensure any necessary resources are redirected to support students' literacy and numeracy learning outcomes.

The trajectory of improvement for all students is positive and a reflection on the school's high performance culture. The following NAPLAN data demonstrates our strong performance in literacy and numeracy for 2016.

Year 3 NAPLAN 2016	Mean Scale Score		
Strand	Australia	Queensland	Brookfield SS
Reading	426	420	481
Writing	421	409	440
Spelling	420	411	452
Grammar & Punctuation	436	433	496
Numeracy	402	397	447
Year 3 NAPLAN 2016			
Upper Two Bands (U2B) %			
Strand	Australia %	Queensland %	Brookfield SS %
Reading	49	47	76
Writing	49	41	65
Spelling	47	42	52
Grammar & Punctuation	53	51	79
Numeracy	36	33	61

Year 5 NAPLAN 2016	Mean Scale Score		
Strand	Australia	Queensland	Brookfield SS
Reading	502	500	564
Writing	475	466	516
Spelling	493	486	525
Grammar & Punctuation	505	506	569
Numeracy	493	488	560
Year 5 NAPLAN 2016			
Upper Two Bands (U2B) %			
Strand	Australia %	Queensland %	Brookfield SS %
Reading	35	35	72
Writing	17	14	41
Spelling	30	26	40
Grammar & Punctuation	36	37	72
Numeracy	28	23	62

Future Outlook

Brookfield State School will continue its focus on every student succeeding, building on strong literacy and numeracy foundations through explicit teaching and improving teaching quality. STEM has been added as a priority in 2017, particularly the emphasis on implementing the Australian Curriculum: Digital Technologies, and innovation and engagement through entrepreneurial opportunities, coding and robotics.

Ambitious, yet achievable targets have been set in reading, writing, numeracy and STEM, with explicit strategies implemented to meet them. Student data will be analysed regularly to monitor progress, guide teaching practices and provide timely intervention for all students to reach their potential as successful learners.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	513	266	247	4	98%
2015*	516	262	254	3	98%
2016	511	254	257	3	97%

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.

Characteristics of the Student Body

Overview

The Brookfield State School community draws on enrolments from the western suburbs of Brisbane including Brookfield, Upper Brookfield, Kenmore Hills, Kenmore, Chapel Hill, Pinjarra Hills, Pullenvale, Bellbowrie, Moggill and Anstead.

Brookfield is a middle to high socio-economic area consisting of professional workers and self-employed business people. There is a mix of acreage and residential properties in the area.

Brookfield is a community of well-educated and informed families who place high expectations on education. Students are tolerant, respectful, responsible and willing learners.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	21
Year 4 – Year 7	24	23	25

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- School wide delivery - Whole School Plan – Year Level Plans – Unit Plans
- Collaborative practices for planning and implementing the Australian Curriculum across year levels (English, Mathematics, Science, History, Geography, Technology, HPE, The Arts, Music and LOTE {German})
- Differentiated teaching and learning in every classroom.
- Moderation processes in place to ensure consistency of teacher judgments for reporting purposes.
- Embedded Pedagogical Framework
- Innovation – exploration of Coding and Robotics
- Integrated ICT throughout curriculum (BYOD iPads Years 3-6)
- Whole school subscriptions to Mathletics and Literacy Planet (P&C funded)
- An outstanding Music program including:
 - Junior, Intermediate and Senior Choral Groups
 - Instrumental Program (strings from Year 3 and Band from Year 4) providing many children with skills to take part in Concert Band and String Orchestra recitals both locally and throughout the region
 - Marimba Groups
- Science, Technology, Engineering and Mathematics (STEM). Brookfield State School students participate in the STEM initiative hosted by the University of Queensland and present Science Investigations at a forum hosted by the Queensland Academy for Science, Mathematics and Technology (QASMT).
- Students in years 2-6 participate in local, national and international competitions in English, Mathematics, Science, Spelling, Writing, Technologies and Problem-Solving.
- All students in Years 5 and 6 participate in the West Akuna Sport Competition.
- An outstanding Health and Physical Education Program with a major inter-house sporting event is held each term: Cross Country in Term 1; Athletics Carnival in Term 2; Ball Games Carnival in Term 3; and Swimming Carnival in Term 4.
- Participation in Pullenvale Environmental Education Centre's experiential learning programs using the story-thread pedagogy.

Co-curricular Activities

Brookfield State School provides enriched co-curricular experiences including:

- Instrumental Music (Years 3-6)
- Choral groups (Years P-6; Junior, Intermediate and Senior)
- Marimba groups
- Dance (Years P-6)
- Inter-school Sport (Years 5 and 6)
- Running Club (Years P-6) for general fitness and preparation for cross-country and athletics
- Soccer Club (Years P-6)
- Chess Club
- Science Club
- Ceramics Club
- Excursions and Incursions
- School Camps

There are also various opportunities to access dance, drama, sporting and self-defence classes outside of regular school hours.

How Information and Communication Technologies are used to Assist Learning

All classrooms are fitted with an Interactive White Board or Smart Board. The Teacher Librarian works closely with classroom teachers to plan for and implement the digital pedagogies that support the Australian Curriculum.

Bring Your Own Device (BYOD) iPad classes exist in Years 3-6. Banks of iPads exist for P-2 students. The purpose of the BYOD iPad is to engage students in learning, facilitate differentiation and improve connections between home and school.

Computers are used to support and enhance classroom teaching and learning programs. Laptops and desktops exist in all classrooms along with a permanent laptop lab in the Resource Centre for whole-class explicit instruction.

The school has full wireless connectivity.

Social Climate

Overview

Brookfield State School is the hub of the wonderful Brookfield community and participated in many community events including the annual Brookfield Show and the Bush Christmas. The school has a warm, welcoming feel where new families integrate quickly. Families in our community value learning and expect their children to participate effectively in meeting the school's expectations.

The 'Bounce Back' program is implemented throughout the school. Bounce Back develops social and emotional well-being skills and builds resilience strategies that are practical and useful for dealing with anxiety and stress. The Bounce Back program was adopted in 2016.

Positive behaviour is encouraged and recognised in our Responsible Behaviour Plan for Students. The school participates in Positive Behaviour for Learning (PBL), a regional initiative to build capability in managing behaviours and training staff in functional behaviour and classroom profiling. The school now has an internal coach with access to an executive coach. The school's PBL Committee met fortnightly throughout 2016 to implement the positive behaviour strategies necessary for maintaining a safe, disciplined and supportive school environment.

Parents are actively involved in school activities. Our Parents and Citizens Association has a close working relationship with the school administration and staff. Parent, students and staff needs are met with compassion and professionalism.

The table below outlines the satisfaction of parents, students and staff with various aspects of our school.

Parent, Student and Staff Satisfaction

Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	92%	90%
this is a good school (S2035)	93%	96%	89%
their child likes being at this school* (S2001)	95%	96%	93%
their child feels safe at this school* (S2002)	97%	96%	91%
their child's learning needs are being met at this school* (S2003)	90%	90%	85%
their child is making good progress at this school* (S2004)	96%	93%	86%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	88%	86%
teachers at this school motivate their child to learn* (S2007)	84%	90%	83%
teachers at this school treat students fairly* (S2008)	89%	86%	84%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	91%
this school works with them to support their child's learning* (S2010)	86%	91%	83%
this school takes parents' opinions seriously* (S2011)	85%	82%	78%
student behaviour is well managed at this school* (S2012)	86%	75%	83%
this school looks for ways to improve* (S2013)	94%	96%	89%
this school is well maintained* (S2014)	97%	99%	96%

Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	99%	99%
they like being at their school* (S2036)	98%	99%	97%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	98%	95%	97%
their teachers motivate them to learn* (S2038)	98%	98%	97%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	97%
teachers treat students fairly at their school* (S2041)	94%	86%	91%
they can talk to their teachers about their concerns* (S2042)	91%	90%	91%
their school takes students' opinions seriously* (S2043)	92%	93%	95%
student behaviour is well managed at their school* (S2044)	93%	90%	95%
their school looks for ways to improve* (S2045)	97%	97%	99%
their school is well maintained* (S2046)	99%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	97%

Staff Opinion Survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	93%	98%
they receive useful feedback about their work at their school (S2071)	97%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	95%	84%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	96%	98%
student behaviour is well managed at their school (S2074)	97%	79%	88%
staff are well supported at their school (S2075)	100%	89%	98%
their school takes staff opinions seriously (S2076)	100%	89%	96%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	100%	93%	98%
their school gives them opportunities to do interesting things (S2079)	100%	93%	98%

* 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 encouraged to be involved in many facets of school life. Family members assist by supporting students in classroom activities, volunteering in the Resource Centre, attending excursions and camps, and volunteering in the Tuckshop and Uniform Shop.

At the beginning of each year, classroom teachers outline the various ways parents can support in the classroom and work in partnership with the teacher for the benefit of their student.

Parents are included in decision-making at the school level through the P&C Association and School Council. The school has an active Parents and Citizens Association which provides supplementary funds and actively participates and supports projects throughout the school.

Brookfield has a wonderful sense of community and new families are welcomed into the community comfortably.

Respectful relationships programs

The school has adopted and implemented the 'Bounce Back' program to focus on appropriate, respectful and healthy relationships throughout the school. The school's inclusive practices procedures also facilitates respectful relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	1	5
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.

Environmental Footprint

Reducing the school's environmental footprint

Brookfield State School's Environmental Management Plan (SEMP) outlines our commitment to recycling, saving energy, water conservation and acting responsibly. We harvest water from many roof catchments for use in toilets and for watering gardens.

Environmental captains work with the student council to consider environmental programs that support the reduce, reuse, recycle environmentally friendly habits. Students actively participate in various activities to reduce our school's environmental footprint. Our association with the Pullenvale Environmental Centre also encourages students to become environmentally aware citizens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	159,465	1,004
2014-2015	158,965	1,680
2015-2016	154,056	1,623

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.

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 <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

Sector:
 Government
 Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	20	0
Full-time Equivalent	35	12	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	38
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 was \$ 22 120.00

The major professional development initiatives were as follows:

- Literacy (Sheena Cameron) reading comprehension and writing strategies
- Seven Steps to Writing Success
- Numeracy (George Booker) explicit numeracy teaching
- Explicit instruction (Anita Archer)
- STEM (including robotics and coding)
- Australian Curriculum Implementation
- Differentiated Teaching and Learning
- Extension for advanced learners and gifted and talented students
- ICT development
- Positive Behaviour for Learning
- Staff Health and Wellbeing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	96%	96%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

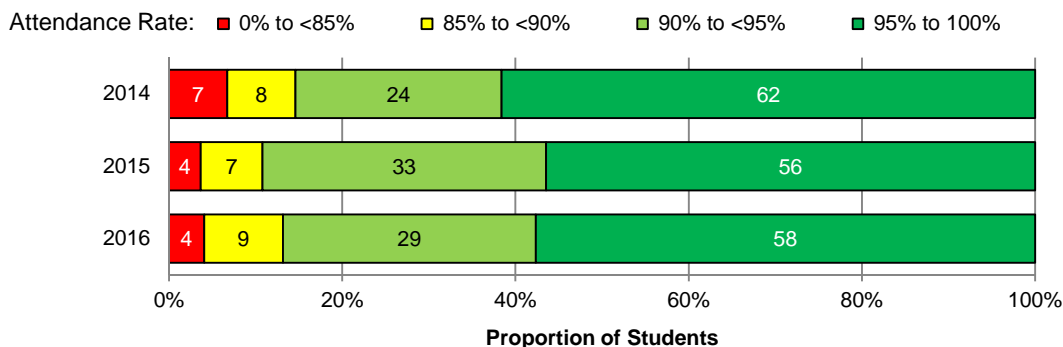
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	96%	96%	94%	94%	93%					
2015	95%	94%	94%	95%	95%	95%	95%						
2016	93%	95%	94%	95%	95%	94%	95%						

*Attendance rates effectively count 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.

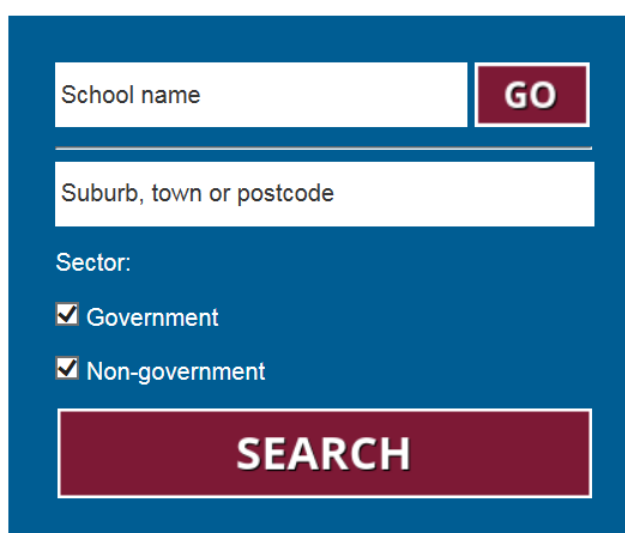
Class Rolls are marked twice daily. The first marking is at 9am and the second marking at 1:45pm, following second break. Unexplained absences are followed up with a SMS from a member of the administration team to enquire on the welfare of the absent student.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**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 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.