



# Brookfield State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



Queensland  
Government

## Contact information

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<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>



## From the Principal

### School overview

Brookfield State School is focused on the learning and wellbeing of every student, seeking to enable every child to reach their full potential within an inclusive community by, first of all, knowing what they can do and then using highly effective practices to further build their knowledge and skills.

We are among the highest performing schools in Queensland and a school that is known for its outstanding extra-curricular activities and high levels of school community involvement.

To prepare our students for the world in which they will live and work, we teach them to be highly literate and numerate; inclusive, kind, resilient and adaptable; and collaborative, creative and environmentally responsible.

We recognise that teamwork, active partnerships with our parents and wider community and the capability of our staff are critical to advancing our students' learning.

Located in a semi-rural setting in the western suburbs of Brisbane, we are fortunate to be only 16km from the Brisbane CBD while enjoying the natural environment and space of our 10 acre school grounds and the surrounding area, including the Brookfield Tennis Centre, Early Education Centre, Showgrounds, General Store and Pony Club.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2019</b>	Prep Year - Year 6

### Characteristics of the student body

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	505	503	513
Girls	246	251	257
Boys	259	252	256
Indigenous	3	2	2
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

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 2019, there were no students enrolled in a pre-Prep program.

## Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	22	25	23
Year 4 – Year 6	26	25	27
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

The following practices, resources and events support teaching and learning:

- Explicit instruction
- Warm ups – rehearsal and practice
- Student learning data collection, analysis and response
- Jolly Phonics
- Magic Words sight words
- Spelling Mastery
- PM and Probe Benchmarking
- Sheena Cameron's *Reading Comprehension Strategies*
- Cameron & Dempsey's *The Writing Book*
- *Seven Steps to Writing Success*
- Guided reading
- Capon to develop Prep students' gross motor skills
- Whole school subscriptions to Mathletics and Reading Eggs
- Interhouse and Interschool Readers Cup
- Ipswich and Western Brisbane Maths Teams Challenge
- Maths Olympiad
- ICAS Assessments for Year 2-6 students in English, Mathematics, Science, Writing, Spelling and Digital Technologies – Medals for the Highest Individual Student's Scores in the State for English, Writing and Science in 2019
- Pullenvale Environmental Education Centre's experiential learning programs
- Debating

## Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

Co-curricular experiences are provided by staff, parents and external organisations to enhance students' learning and school life, including:

- Excursions and incursions
- School Camps for Year 4, 5 and 6 students
- STEM (Science, Technology, Engineering and Maths) opportunities
  - Coding Club
  - Junior Engineers
  - Junior Robotics Club
  - Kids STEM Convention
  - Science Club

- Senior STEM Club
  - Year 5/6 STEAM rotations (Science, Technology, Engineering, the Arts and Mathematics)
- An outstanding classroom and extra-curricular music program
  - Junior Choir
  - Intermediate Choir
  - Senior Choir
  - Marimba groups
  - Instrumental Music – strings, percussion, woodwind and brass
  - Senior Concert Band
  - Junior Concert Band
  - Senior Strings
  - Musica Viva in Schools live music performance and education
- An outstanding classroom and extra-curricular physical education program
  - A major inter-house sporting event held each term
  - Year 5-6 interschool sport competition
  - Running Group for general fitness and preparation for cross-country and athletics
  - Queensland All Schools Primary Cross Country Championship
  - Tennis lessons conducted by the Brookfield Tennis Centre
    - Finalist - Most Outstanding School for Tennis, Tennis QLD awards in 2019
    - Queensland State Red Ball Champions for the last seven years
  - Soccer Club
  - Jujitsu and Taekwondo
  - Sporting Schools grants
- Chess Club

In 2019, a number of students were selected for representative opportunities.

## How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Computers and devices are used to support and enhance classroom teaching and learning. A permanent laptop lab in the Resource Centre enables whole class lessons. Banks of iPads and laptops are available to classes and Year 3 to 6 students are invited to “Bring Your Own Device” (BYOD) with Windows devices for Year 3, 4 and 5 students and iPads for Year 6 students. The purpose of the BYOD program is to support student learning and equip students with the skills to effectively use devices for learning and work.

The Teacher Librarian works closely with classroom teachers to develop students’ ICT capabilities and a STEM Mentor supports class teachers to implement the Australian Curriculum: Technologies and organises STEM related extra-curricular activities such as coding and robotics clubs.

The school has full wireless connectivity and all classrooms are fitted with interactive whiteboards.

## Social climate

### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school’s behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Brookfield State School enjoys a very supportive, cooperative school community. Staff members provide an excellent service to parents, carers and students, and parents and carers provide excellent support to their children and our staff. Parents and teachers work together to support student learning and school life.

Our responsibility at Brookfield State School is to provide a safe, supportive school environment in which students are able to learn and develop. We recognise that students are still learning to interact with others and also learning their role as students.

The research-based Positive Behaviour for Learning (PBL) framework is used to promote appropriate behaviour and address instances of inappropriate behaviour. Our Behaviour Response Procedure consists of proactive, positive actions and a process for increasing intervention for inappropriate behaviour including warnings, time out, office referral, parent contact and Reflection Room.

Our student are taught to be respectful, responsible and safe and our five school rules:

- Follow directions straight away
- Be in the right place
- Keep hands and feet to ourselves
- Listen and speak in a friendly way
- Care for others, objects and the environment

These expectations are reinforced verbally through recognition and encouragement and through awards on assembly, in-class systems and tokens.

The *Bounce Back* program is implemented throughout the school to develop social skills, emotional wellbeing and practical resilience strategies for dealing with anxiety and stress. The *Zones of Regulation* program is taught in Prep to Year 3 to develop students' emotional regulation.

Students are taught the "High Five" for dealing with people bothering them and to report physical behaviour to a staff member straight away. Physical misconduct results in immediate time out and more serious consequences depending on the severity.

## 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	95%	98%	97%
• this is a good school (S2035)	95%	100%	98%
• their child likes being at this school* (S2001)	95%	97%	100%
• their child feels safe at this school* (S2002)	94%	98%	98%
• their child's learning needs are being met at this school* (S2003)	90%	94%	91%
• their child is making good progress at this school* (S2004)	92%	95%	97%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	93%	95%
• teachers at this school motivate their child to learn* (S2007)	92%	97%	94%
• teachers at this school treat students fairly* (S2008)	93%	95%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	95%
• this school works with them to support their child's learning* (S2010)	93%	94%	94%
• this school takes parents' opinions seriously* (S2011)	88%	92%	93%
• student behaviour is well managed at this school* (S2012)	86%	88%	87%
• this school looks for ways to improve* (S2013)	97%	97%	97%
• this school is well maintained* (S2014)	98%	100%	100%

\* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	96%	96%	98%
• they like being at their school* (S2036)	97%	94%	98%
• they feel safe at their school* (S2037)	97%	95%	96%
• their teachers motivate them to learn* (S2038)	94%	96%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	96%
• teachers treat students fairly at their school* (S2041)	87%	83%	95%
• they can talk to their teachers about their concerns* (S2042)	84%	86%	85%
• their school takes students' opinions seriously* (S2043)	88%	88%	88%
• student behaviour is well managed at their school* (S2044)	88%	86%	87%
• their school looks for ways to improve* (S2045)	97%	95%	97%
• their school is well maintained* (S2046)	95%	98%	93%
• their school gives them opportunities to do interesting things* (S2047)	92%	96%	95%

\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	95%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	95%	97%	98%
• they receive useful feedback about their work at their school (S2071)	92%	94%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	90%
• students are encouraged to do their best at their school (S2072)	95%	97%	98%
• students are treated fairly at their school (S2073)	92%	97%	98%
• student behaviour is well managed at their school (S2074)	95%	97%	98%
• staff are well supported at their school (S2075)	92%	95%	93%
• their school takes staff opinions seriously (S2076)	94%	89%	90%
• their school looks for ways to improve (S2077)	97%	97%	98%
• their school is well maintained (S2078)	97%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	92%	95%

\* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Brookfield State School recognises the need for genuine partnerships between home and school. Parents and carers are encouraged to be active participants in their children's educations and to form important relationships with staff for the duration of their children's educations. Many parents volunteer in a range of activities throughout the school including extra-curricular activities, reading groups, home reading organisation, tuckshop and P&C activities. Parents and carers are often present at and involved in school activities.

The school website, newsletter and Facebook page are key tools for informing and involving parents, carers and the school community in their children's educations and school lives. Formal parent-teacher meetings are held twice per year and information sessions are held at the beginning of each year to familiarise families with teachers, classes and processes.

We are fortunate to have parents engaged in a wide range of work including executive, professional, management, research, technical, trades, business, sales and home duties. We endeavour to draw on the expertise of our parents to support whole class and year level teaching and learning of particular topics and skills.

Our P&C Association is very active within our school community, meeting on the second Tuesday of each month and running our Tuckshop, Uniform Shop and a range of fundraisers and school community activities. Their Cake Stall at the Brookfield Show is very popular every year and they host a well-supported Burger Bar at the Brookfield Showgrounds once per term. The P&C Association funds our purchase of Reading Eggs and Mathletics licences, purchases and maintains the air conditioning throughout the school and provides supplementary funds to enhance school facilities and programs.

The Brookfield Show is a highlight every year with students displaying artwork, entering competitions and visiting as a class on the Friday and with their families on the weekend.

## Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

Our school has developed and implemented the following programs and principles that focus on appropriate, respectful, equitable and healthy relationships:

- Our three qualities and five rules and lessons that support these
- The High Five – steps to follow when somebody is bothering you
- Reporting physical harm or threats of physical harm immediately
- Immediate time out for any physical harm and further consequences depending on the severity
- Positive Behaviour for Learning which articulates clear expectations, processes and practices for responding to and rewarding student behaviour
- The implementation of the *Bounce Back* program to focus on appropriate, respectful and healthy relationships throughout the school
- The implementation of the *Zones of Regulation* to develop students' emotional regulation



## School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	0	4	8
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Environmental Captains support reduce, reuse, recycle environmentally friendly habits. Students actively participate in a range of activities to reduce our school's environmental footprint. Our association with the Pullenvale Environmental Education Centre also encourages students to become environmentally aware citizens.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	152,020	142,371	146,597
Water (kL)	1,257	1,638	1,861

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

#### 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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb', three dropdown menus for 'School sector', 'School type', and 'State', and a magnifying glass search icon.

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

A rectangular button with the text 'View School Profile' in a light blue font.

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



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	42	20	0
Full-time equivalents	32	13	0

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

#### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The total funds expended on teacher professional development in 2019 were \$52 000.

The major professional development initiatives are as follows:

- Pedagogical reflections - formal observation and feedback
- Australian Curriculum implementation
- Formative assessment
- *Jolly Phonics* and Phonemic Awareness
- Anita Archers' explicit instruction and student engagement
- Sheena Cameron's *Developing an Effective Writing Program*
- Supporting students with complex needs
- Behaviour management
- Classroom profiling
- Leadership, management and administration
- Staff health and wellbeing
- First Aid

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	95%	95%	94%
Attendance rate for Indigenous** students at this school	97%	98%	95%

\* 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	2017	2018	2019
Prep	94%	94%	94%
Year 1	95%	94%	94%
Year 2	95%	94%	95%
Year 3	94%	95%	96%
Year 4	95%	95%	93%
Year 5	95%	95%	94%
Year 6	95%	95%	95%

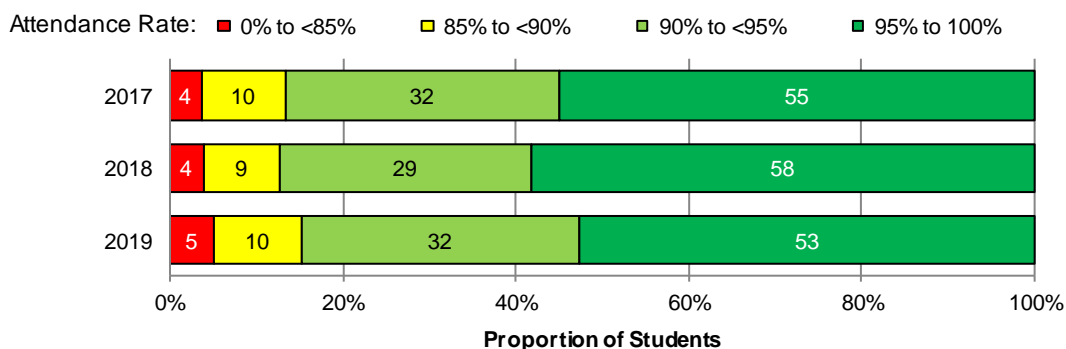
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

## 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.

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.



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.