Principal’s foreword

Introduction

The staff of Browns Plains State School believe that all children are capable of success and we commit in partnership with parents and the community to foster each child's full potential to become a responsible, respectful, and contributing citizen. We will do this by:

- Adopting and implementing a framework which reflects the diversity of our students and our community and which challenges the students as they grow and learn.
- Offering programs that consider the future needs of students.
- Developing a safe, supportive and stimulating learning environment.
- Creating opportunities for students to develop self awareness, transferable skills, to manage change, use ICT.
- Fostering student wellbeing by working with families, caregivers and the broader community to provide opportunities for student success.

We are working to make Browns Plains ‘A Better Place to be’

School progress towards its goals in 2011

The school achieved growth in National Minimum Standards in the NAPLAN national testing program for 2011
Future outlook

A strategic focus on reading and number
Continued development of the National partnerships coaching model
Deep engagement of the community partnerships to improve the outcomes for all students including embedding Indigenous Perspectives to “close the Gap” for indigenous students
Completing ICT infrastructure to include Interactive Whiteboards in all classrooms, wireless throughout the school and additional hardware
Developing and enhancing staff capacity to deliver high yield instructional strategies
Our school at a glance

School Profile

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>583</td>
<td>297</td>
<td>286</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school services a culturally diverse community that comprises 6% Indigenous Students and students from 39 other cultural backgrounds. In the last two years the percentage of students from the Samoan cultural group has increased significantly with other significant groups being Maori as a subset of the total New Zealander population and Hmong.

Enrolment trends indicate a high level of transience with approx. 10% of enrolments at the beginning of the year being new students (this does not include new enrolments into Prep) and the overall population of the school beginning to climb.

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>22.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27.3</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.6</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>178</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</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**

**Our distinctive curriculum offerings**
The school is implementing the national curriculum, heavily engaging with the Curriculum to the Classroom project.

**Extra curricula activities**
- Choirs and Instrumental School Band
- Band and Choir entries into eisteddfods
- School Camps Years 4,5 and 6
- Games Room available to students at lunch breaks
- Coordinated program of lunch-time activities for students
- Under 8’s Day
- Year 7 Cool Choices program
- Interschool Sports Program
- Quilting Group
- Student Council
- Academic competitions such as the Australian Mathematics Competition

**How Information and Communication Technologies are used to assist learning**
All classrooms used by students in Years 1-7 have internet access. Browns Plains State School has seventeen interactive white boards connected to computers throughout the school. These are used to enhance student learning.
Funds were expended in 2011 to provide for a significant enhancement in ICT infrastructure including an extensive cabling rectification program together, the provision of 100 new computers and the implementation of teaching strategies to support digital learning

**Social climate**
The school services a culturally diverse community in which relationships between students are generally harmonious. 67% of parents are satisfied with their child's education at school and 83 % of students are similarly satisfied. Staff constantly reinforce with students the ethos of being safe, respectful learners.
The school chaplain is an integral member of the support for students
Our school at a glance

### Parent, student and teacher satisfaction with the school

Parents of Browns Plains state school have expressed increased satisfaction with their children’s schooling, whilst the students express greater appreciation of their learning environment.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>66%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>80%</td>
</tr>
</tbody>
</table>

DW – Data withheld

### Involving parents in their child’s education

Parents and Carers are involved in their children’s education in many ways at Browns Plains State School.

- Attending class presentations at assemblies
- Parent/Teacher interviews
- School Discos
- Parents and Citizens Association
- Attendance at Interschool Sporting events
- Under 8’s Day
- Grandparents Day
- Visiting speakers to classrooms
- Incursions e.g. Year 2 Camping Day
- Tuckshop, Uniform Shop, Outside School Hours Care
- Presentations of culminating activities in key curriculum areas
- Special Assemblies
Our school at a glance

Reducing the school’s environmental footprint

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

Students are actively involved in a recycling program to reduce the volume of paper disposed of in landfill.

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>174,080</td>
<td>6,530</td>
</tr>
<tr>
<td>2010</td>
<td>167,088</td>
<td>7,852</td>
</tr>
</tbody>
</table>

% change 10 - 11 4% -17%
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>48</td>
<td>26</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>17</td>
<td>&lt;5</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>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>21</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 $41000. The major professional development initiatives are as follows:

- Coaching and mentoring for reading
- ICT Pedagogies
- Behaviour support
- Assessment strategies and techniques

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 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector □Government
□Non-government

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%. 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 1</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>87%</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

[Bar chart showing attendance distribution]

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.

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Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session after the lunch break. Children who arrive after school has commenced at 9:00am are recorded as being late by
Performance of our students

their classroom teacher. Any arrivals after 9:15 am must report to the school administration building to explain their lateness to administration and seek a late slip which is then to be handed to the child's classroom teacher for recording.

If a student is to be absent from school parents are able to notify the school via a written note, the office phone number, or via email to the Principal.

The school will contact parent/carers if there have been a number of unexplained or high absences reported.

Our school very much supports the Every Day, Every Lesson Counts initiative by the Department of Education and Training.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Search

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

Our indigenous students have improved their learning achievement and attendance. IN 2012, we have engaged an Indigenous Community member to support our indigenous students.