



# Branyan Road State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	PO Box 5844 Bundaberg West 4670
Phone:	(07) 4131 3333
Fax:	(07) 4131 3316
Email:	principal@branroadss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Geoff Fitzgerald

## School Overview

Branyan Road State School is Bundaberg's first and only Independent Public Primary School. With the title of Independent Public School comes more autonomy. This gives Branyan Road the ability to tailor what we do across our school to fit the needs of the Branyan Road community. At Branyan Road State School we aim to inspire our students' minds and hearts with a lifelong love of learning. We hope to develop our students as active citizens of a sustainable future; well rounded academically and socially, and capable of leading productive lives in an ever changing technological society. We are committed to clear, achievable educational targets and our programs are developed specifically to achieve these outcomes. This school attempts to create a safe, tolerant, and disciplined environment. It prepares students to be active, reflective citizens with skills and desires for lifelong learning. Our School Plan developed in consultation with our whole school community focuses on generating even closer ties with our school community, continued implementation of the national curriculum, improved wellbeing and greater learning outcomes for students and developing the capability of our staff. Together our school community will give our students the skills to participate in our global world while practicing the core values of our school - respect, responsibility and safety. This is what we call 'The Branyan Way'.

## Principal's Foreword

### Introduction

All Queensland schools are required to report to our school communities on the progress of the school in prescribed areas. The intent of this report is to provide a set of information that is common for all State and Non-State Schools in Queensland. It provides an overview of the 2017 school year at Branyan Road State School.

## School Progress towards its goals in 2017

The 2017 school year has been a wonderful twelve months for Branyan Road State School. The significant achievements that have occurred over the last 12 months are:

- Student attendance target of 94% reached.
- Outstanding staff attendance of 97%
- New Teaching and Learning Positions were maintained under the IPS model.
- The school achieved outstanding School Opinion Survey results.
- The school launched the 1 to 1 Ipad program.
- Increasing enrolments saw the school grow to 18 classes. Branyan Road State School is one of the only schools in Bundaberg to show significant growth in enrolment trends over the last 4 years.
- Continued development of the school pedagogical framework 'The Branyan Way'.

In 2017 our school aimed to:

- Increase the percentage of students receiving a 'C' or better in English from 73% in 2016 to 80% in 2017. **Working towards – Improvement was seen from 73% to 77%**
- Increase the percentage of students receiving a 'C' or better in Mathematics from 78% in 2016 to 85% in 2017. **Working towards – Improvement was seen from 78% to 82%**
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences to 80% at the reporting level of 'Working With' or better. **Achieved 81%**
- Achieve a student attendance rate of 94% or better. **Achieved 94%**

## Future Outlook

Our initiatives to improve student outcomes include:

- Provide professional development and coaching to deepen teachers' understandings of the Australian Curriculum: Mathematics and English learning areas and provide targeted and supported instruction to secure highly effective first teaching of concepts and skills in every classroom
- Build teacher capability to use technology to differentiate and improve learning
- Develop a network of local early childhood centres and kindergartens to enhance knowledge of "On Entry to Prep" expectations and to assist in a smooth transition of children into Prep and Year 1
- Develop a whole school approach for the identification and extension of high performing students across all learning areas

Our school will improve student outcomes by:

- Employing a literacy/ numeracy coach 8 days per fortnight to model best practice pedagogy and provide quality feedback on teacher pedagogy.
- Employing a Head of Curriculum to lead data driven pedagogy 6 days a fortnight.
- Providing teacher release time for planning, coaching and feedback purposes.

The school aims to improve student outcomes including:

- Improving the percentage of students who receive a 'C' grade or better in English from 77% and Mathematics from 82% (End of Semester 2).

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	329	168	161	16	94%
<b>2016</b>	367	181	186	28	96%
<b>2017</b>	383	190	193	33	94%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Our families are mostly of Anglo-Saxon origin, with a small percentage of students of Indigenous and Asian origins. These percentages, particularly the indigenous population, are increasing due to enrolment growth. Many of our families are of third generation European background. Our families are a mix of two parent, single parent and blended families. The school has families from a mixture of socio- economic backgrounds. The diverse range of student characteristics presents our school with both challenges and opportunities. Our school strives to provide quality learning opportunities for all students no matter their background.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	24	22
Year 4 – Year 6	24	27	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The school has a clear focus on delivering outstanding educational outcomes for our students. The school has an explicit teaching agenda focused on advancing the learning outcomes of every child in the school. At Branyan Road we have adopted the 'Pearson's Gradual Release Model' being: I do (teacher explicit instruction), we do (teacher scaffolds learning), you do (student understanding is shown). This process is completed by a reflection session from both the teacher and the students.

At Branyan Road we follow the school's pedagogical Framework, 'The Branyan Way' to support student achievement and growth.

### Co-curricular Activities

- Maths Team Challenge
- Senior and Junior Choir
- Interschool sports
- Instrumental music students participated in the Eisteddfod.
- Annual School Concert/ Musical held in the school hall.
- Veteran's Shield (Rugby League and Netball)
- Chaplaincy Breakfast
- Leaders with Leaders Forum
- Chaplaincy Spin Off
- ANZAC Day Ceremonies both Civic and school
- Life Education
- Choir
- School Camps/ Excursions

### How Information and Communication Technologies are used to Assist Learning

Digital technology is an integral part of teaching and learning at Branyan Road State School. Curriculum units across all year levels feature an array of digital components, such as web quests, PowerPoints, digitally recorded student presentations and virtual classrooms. In 2017 we continued the development of digital teaching and learning, increasing the capacity of our hardware and infrastructure as well as continuing to develop our teachers' capacity to integrate digital technology in their classes.

Continuing professional development of teachers using digital technology was a key priority in 2017. Pupil free days included sessions devoted to learning about digital technology and its application for student learning.

In 2017 Branyan Road State School continued the journey towards becoming a 1:1 iPad School from Year 4 to 6. Classroom spaces were identified; appropriate hardware has been purchased and key staff trained which facilitated the roll out to our students in 2017.

## Social Climate

### Overview

Branyan Road State School has a very positive social climate and data gathered through opinion surveys reflects this. Our social climate is underpinned by our three core values, '*Be Respectful*', '*Be Responsible*', '*Be Safe*'. This is what happens in our school every day to provide a positive social climate we call 'The Branyan Way'. The school maintains a firm approach to developing and

maintaining a secure, safe environment for learning and teaching. Our approach is to strongly affirm that every person in our school has the right to feel safe, happy and to belong but most importantly have the right to learn.

A network of support exists for students at risk using personnel such as the Guidance officer, the Behaviour Management support teacher and the School Chaplain to assist these students. The school has a dedicated Student Services Committee that meets fortnightly to discuss and give appropriate support to identified students. External support is available, as needed e.g. Queensland Health, Child Protection Unit etc. A chaplain who works across all classes in the school is a valuable feature of the school community.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	98%	98%
this is a good school (S2035)	98%	98%	98%
their child likes being at this school* (S2001)	98%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	98%	95%	98%
their child is making good progress at this school* (S2004)	95%	98%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	93%	96%
teachers at this school motivate their child to learn* (S2007)	95%	95%	98%
teachers at this school treat students fairly* (S2008)	98%	91%	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)	98%	98%	98%
this school takes parents' opinions seriously* (S2011)	95%	95%	96%
student behaviour is well managed at this school* (S2012)	98%	95%	96%
this school looks for ways to improve* (S2013)	100%	98%	98%
this school is well maintained* (S2014)	100%	100%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	98%	98%
they feel safe at their school* (S2037)	100%	100%	98%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	98%	93%
they can talk to their teachers about their concerns* (S2042)	97%	100%	92%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school takes students' opinions seriously* (S2043)	100%	98%	92%
student behaviour is well managed at their school* (S2044)	100%	94%	97%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	92%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	98%
staff are well supported at their school (S2075)	100%	97%	93%
their school takes staff opinions seriously (S2076)	92%	97%	88%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

\* 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

The school and its programs are highly respected in the community. The 2017 School Opinion Surveys have indicated that 98% of parents/caregivers are satisfied that their children are getting a good education at Branyan Road State School. Parents are also invited to attend monthly meetings of the Parents' and Citizens' Association. The P&C Association makes a significant contribution to the advancement of resources in the school. High levels of voluntary work are also evident throughout the school with parents being a feature in classrooms.

Our school sends home a fortnightly E Newsletter - The Chit Chat - as the main means of communication with parents. The school text system is an efficient and effective form of communication with our parent community, allowing the school to readily text class, year level and whole of school notices home. This system along with our website which is updated with information for our school community on a regular basis allows us to involve all stakeholders in our school. The school also has a Facebook feed which is utilised to inform parents. The Facebook feed is also linked to our school website. Classes also use Apps such as Seesaw to communicate schoolwork to parents at home.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs along with Education Queensland policy and procedure allow us to help our school community with respectful relationships. Programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	7	3	5
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The following strategies are in place at Branyan Road to reduce our environmental footprint:

- Solar panels to reduce electricity use and cost
- Plan to maintain and renew all taps within the school
- Use of recycled paper where possible
- Turning off all appliances that use electricity when not in use or needed
- Only cool rooms to a moderate level to conserve energy
- Keep air conditioners clean and regularly serviced

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	85,480	3,748
2015-2016	60,570	3,013
2016-2017	85,963	2,930

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

GO

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	14	0
Full-time Equivalents	26	10	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	4
Bachelor degree	27
Diploma	0
Certificate	0

\*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 2017 were \$12725

The major professional development initiatives are as follows:

- Reading – developing and implementing a balanced reading program Numeracy
- Numeracy – Australian Curriculum alignment
- THRASS (Teaching Handwriting Reading & Spelling Skills)
- Coaching and Feedback
- Information Communication Technologies into the curriculum
- First Aid

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	92%

\*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 2017 for all Queensland Primary schools was 93%.

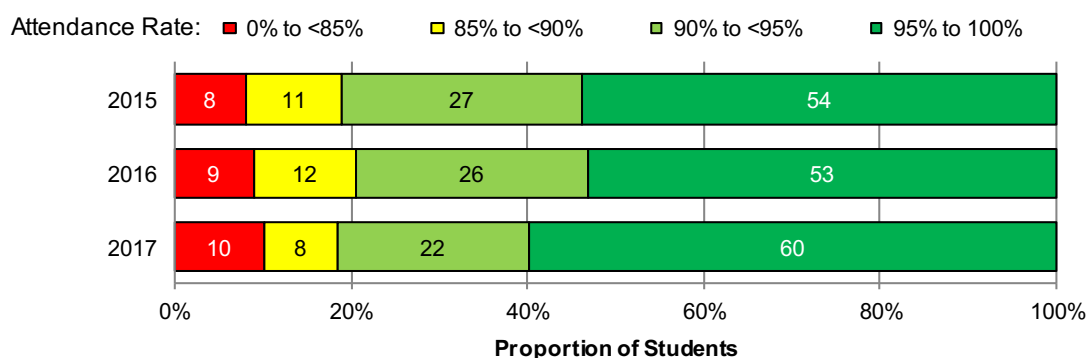
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	93%	95%	94%	95%	93%						
2016	94%	93%	94%	93%	93%	94%	93%						
2017	96%	95%	95%	94%	93%	93%	93%						

\*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 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 daily electronically. Parents/ carers of students with unexplained absences are contacted by text message making parents/ carers aware of the absence and the need for a reason for the absence. This text is sent out as part of the Education Department's policy around same day notification of absences without a reason. Administration staff contact guardians of Children In Care immediately if the child in care is absent with no reason. After 3 days of absenteeism with no explanation, the school makes contact with parents/ carers to discuss the absenteeism.

Strategies to assist parents are shared by school staff. Support personnel such as the Guidance Officer and School Chaplain are enlisted to assist where appropriate. Patterns of attendance are monitored and compulsory attendance strategies are implemented where necessary. This has included contacting the Police Service as well as the Department of Children's Services, where appropriate.

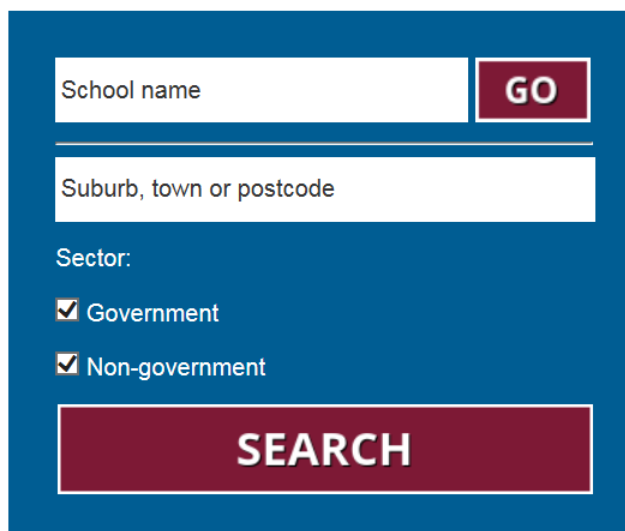
Proactive strategies have included newsletter articles relating to the importance of attendance, awards relating to outstanding attendance as well as regular student reminders on parade.

## NAPLAN

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



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 maroon "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large maroon button with the word "SEARCH" in white capital letters.

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.