



Branyan Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 5844 Bundaberg West 4670
Phone	(07) 4131 3333
Fax	(07) 4131 3316
Email	principal@branyanroadss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Geoff Fitzgerald - Principal

School overview

In 2016, Branyan Road State School became 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'.

School progress towards its goals in 2018

- School performance relating to achievement at or above the National Minimum Standard (NMS) matched to Queensland State Schools (QSS) identifies - Year 3 performance in spelling is 94.9 per cent and compares to QSS performance of 91.3 per cent. - Year 5 NMS achievement in spelling is 94.4 per cent compared to QSS performance of 93.2 per cent. - Year 5 NMS achievement in numeracy is 96.3 per cent compared to QSS performance of 95.0 per cent.
- Student attendance target of 94% reached.
- Outstanding staff attendance of 97%
- Teaching and Learning Positions were maintained under the IPS model.
- The school achieved outstanding School Opinion Survey results including:

- % of parent/ caregivers who agree that: their child is getting a good education at school -100%, this is a good school – 100%, student behaviour is well managed at this school – 100%

- % of students who agree that: they are getting a good education at this school – 100%

- % of school staff who agree that: they enjoy working at their school – 100%, their school is a safe place to work – 100%

- The school continued the 1:1 iPad program.
- Continued development of the school pedagogical framework 'The Branyan Way'.

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

Support all students in reaching their potential with a precise focus on achievement of our students in numeracy and spelling, our targets for improved student outcomes include the following:

- Increase the number of students achieving a 'C' standard in Mathematics by the end of 2019 to 80%
- Increase the number of students achieving a 'C' standard in English by the end of 2019 to 80%
- Achieve 2019 attendance target of 94%

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	367	383	444
Girls	181	190	218
Boys	186	193	226
Indigenous	28	33	39
Enrolment continuity (Feb. – Nov.)	96%	94%	96%

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 2018, there were no students enrolled in a pre-Prep program.

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	24
Year 4 – Year 6	27	26	23
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 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.
- 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 2018 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 2018 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 continuing through 2018.

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

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	98%	100%
• this is a good school (S2035)	98%	98%	100%
• their child likes being at this school* (S2001)	100%	98%	100%
• their child feels safe at this school* (S2002)	100%	98%	100%
• their child's learning needs are being met at this school* (S2003)	95%	98%	94%
• their child is making good progress at this school* (S2004)	98%	98%	96%
• teachers at this school expect their child to do his or her best* (S2005)	95%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	96%	100%
• teachers at this school motivate their child to learn* (S2007)	95%	98%	98%
• teachers at this school treat students fairly* (S2008)	91%	94%	98%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	98%
• this school works with them to support their child's learning* (S2010)	98%	98%	96%
• this school takes parents' opinions seriously* (S2011)	95%	96%	98%
• student behaviour is well managed at this school* (S2012)	95%	96%	100%
• this school looks for ways to improve* (S2013)	98%	98%	98%
• this school is well maintained* (S2014)	100%	98%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	98%	98%	94%
• they feel safe at their school* (S2037)	100%	98%	94%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• 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%	97%
• teachers treat students fairly at their school* (S2041)	98%	93%	92%
• they can talk to their teachers about their concerns* (S2042)	100%	92%	86%
• their school takes students' opinions seriously* (S2043)	98%	92%	89%
• student behaviour is well managed at their school* (S2044)	94%	97%	92%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	98%	98%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	100%
• 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)	97%	93%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	94%	96%
• 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%	98%	97%
• staff are well supported at their school (S2075)	97%	93%	97%
• their school takes staff opinions seriously (S2076)	97%	88%	97%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	90%	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.

Parent and community engagement

The school and its programs are highly respected in the community. The 2018 School Opinion Surveys have indicated that 100% 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 –

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 education 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	5	2
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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	60,570	85,963	90,573
Water (kL)	3,013	2,930	4,016

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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.

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

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	32	15	0
Full-time equivalents	27	11	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	7	
Bachelor degree	24	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$20 171.

The major professional development initiatives are as follows:

- Reading – developing and implementing a balanced reading program
- 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 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	92%	92%	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	2016	2017	2018
Prep	94%	96%	95%
Year 1	93%	95%	96%
Year 2	94%	95%	96%
Year 3	93%	94%	95%
Year 4	93%	93%	93%
Year 5	94%	93%	93%
Year 6	93%	93%	94%

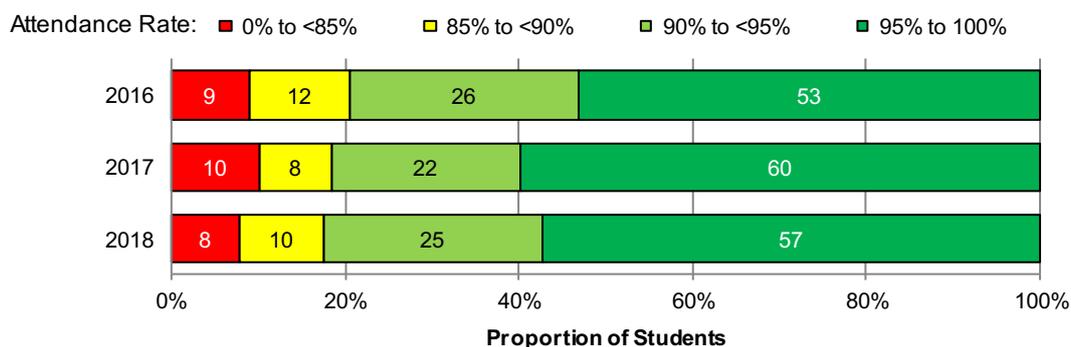
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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 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.

Find a school Search website

Search by school name or suburb Go

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.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

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.