



Upper Brookfield State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	496 Upper Brookfield Road Upper Brookfield 4069
Phone	(07) 3374 1068
Fax	(07) 3374 1580
Email	principal@upperbrookfieldss.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	Mr Aaron McDonnell, Principal

School overview

A culture of excellence has been forged over the last 100 years at Upper Brookfield State School. As a small school we are unique in the Greater Brisbane area, being one of the last remaining small schools. With a proud heritage and a wonderful combination of a close, family-like culture, a scenic, semi-rural environment and high academic achievement for our students, there is a lot that makes Upper Brookfield State School an excellent choice for the education of your child.

The school is a central hub in the close-knit Upper Brookfield community. It is a focus for many community activities and events, as well as being a place of learning and opportunity. Our logo reminds of the schools past, with students past and present strongly identifying with feelings of belonging. Our student's growth is nurtured in our environment, building a foundation for lifelong success.

Aside from the natural beauty of the school surroundings, there is beauty in the strength of relationships within our school community. Parents and families play a vital role in the educational journey of students and a team approach between the home and school is valued and nurtured at Upper Brookfield. Together, the vision to create a learning environment where students are empowered to learn, grow and discover their own unique strengths and abilities.

A dedicated and committed staff work towards achieving the best possible outcomes for all students at Upper Brookfield. Every student's learning in the school is important to every staff member and a genuine interest and care for their emotional, learning and self-development is evident in their practice. A whole-hearted commitment to the success of every child typifies our staff.

Harmony and embracing our environment with a focus on nurturing is a hallmark of an Upper Brookfield student. At Upper Brookfield students become aware of the environment, the importance of sustainability and caring for native flora and fauna. Our campus offers a varied environment with a growing focus on using our natural environment as learning spaces to stimulate and promote the curiosity and interest of students.

Nurture is a key word in our school. Students learn the nesting model at Upper Brookfield which promotes students to think about their thoughts and actions through the lens of nurturing self, others and the environment. This provides a platform for them to grow into respectful, confident and successful learners, fulfilling our vision to developing life-long learners.

School progress towards its goals in 2018

Our goals for 2018 were focused on the following actions/goals:

- Ensuring consistent pedagogy for the teaching of Writing
- Ensuring a dynamic and enhanced Curriculum.

To progress these we refined the Whole School Writing Framework, implemented step-it-up walls for improving assessment tasks. Staff were involved in professional development in developing writing programs. Teachers participated in termly meetings with the Principal to review upcoming assessments and integrate authentic assessment tasks and digital technologies into curriculum delivery.

In NAPLAN in 2018 our schools writing results were significantly above similar schools, state and the rest of the nation.

Future outlook

In 2019 Upper Brookfield will continue to improve on its curriculum delivery and further develop the learning opportunities of the students at the school. This will be done by:

- Developing an Inquiry Plan into the teaching of numeracy at Upper Brookfield State School.
- Continued focus on how we teach writing.
- Investigating opportunities to develop flexible learning spaces.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	41	40	54
Girls	20	17	22
Boys	21	23	32
Indigenous	3	3	3
Enrolment continuity (Feb. – Nov.)	93%	89%	92%

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

Upper Brookfield State School is unique in being one of the last small schools in the Greater Brisbane Area in a beautifully scenic context. Due to its location and size, it typically attracts families from both the immediate Upper Brookfield catchment zone and families in the surrounding suburbs. Families who choose Upper Brookfield see the benefits the multi-age context provides and the quality outcomes students achieve. Smaller class sizes, a unique community feel, specialist teaching staff, a semi-rural setting in amongst bushlands and a wide range of extra-curricular opportunities ensures students and families are not disadvantaged in choosing a small school for their education. We have a very stable student body, with only a small percentage of students moving in or out of the school each year. Of particular note are our Brazilian families who make up 10% of the student population.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	20	15
Year 4 – Year 6	20	21	24
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

Upper Brookfield State School's Pedagogical Framework outlines the methodology around how our teachers deliver the Australian Curriculum to the students in our school. This framework is based on Explicit Instruction practices. As a small school with multi-age classes, we deliver the Australian in cycles, ensuring that our students access the same curriculum content as students that attend larger state schools.

Classroom teachers are responsible for the delivery of literacy and numeracy, as well as Visual Arts, Health and Technology. We have a number of specialist teachers who work with students at our school, these are listed below.

Science – A specialist Science teacher delivers lessons with each class, once a week. Science lessons are based on the Australian curriculum and use an inquiry approach.

Music – Students enjoy engaging and vibrant classroom music lessons with our specialist music teacher. These lessons occur once a week, with each class from Prep – Year 6. Lessons are a mixture of theory, practice and performance elements.

Physical Education – The specialist PE teacher works with students for one lesson a week. The PE program caters to student needs at different developmental junctures. In Prep – Year 3 the focus is mainly on building motor skills from large motor skills to fine motor skills. From Year 4-6 the focus shifts to skills and sports and incorporates long term health benefits of physical activity with fitness.

Japanese – One day a week we have a specialist Japanese teacher at our school. They deliver lessons to Prep – Year 6 students. In Prep-Year 3 lessons focus on building cultural awareness and exposure to spoken language. As students enter Year 4-6 this progresses to building speaking and listening skills, as well as reading and writing skills in Japanese.

We have a school-wide focus on developing environmental awareness and sustainability. This is fostered through relationships with local conservations groups, Brisbane City Council and the Pullenvale Environmental Education Centre.

We offer learn to swim lessons to our entire school body, as part of our Health and Physical Education curriculum in Term 4 each year. All students from Prep – Year 6 participate in these lessons at Bellbowrie. The swim staff at the pool instruct the students in swimming, in conjunction with staff from our school. These lessons focus on water confidence, water skills, survival skills and increasing physical fitness through swimming.

Co-curricular activities

Upper Brookfield State School participates in a range of community, cultural, sporting and academic activities throughout the school year.

Community – Kenmore ANZAC Day March, Brookfield Show, EKKA,

Cultural – Beginner Strings Camp, WestCent Instrumental Music, Optiminds competition, Religious Instruction (voluntary)

Sporting – Interschool sports (Soccer & Flag Tag), District Cross Country & Athletics, Chess, Small School Sports (with Hamilton, Hendra and Mt Nebo State Schools).

Academic – ICAS Testing, Interschool Debating, Readers Cup competition, School Camp (Year 4-6).

How information and communication technologies are used to assist learning

Access to both Laptops and I pads is afforded to every student in the school. Students utilise devices across Prep – Year 6 to access curriculum content and to develop their ICT skills. I pads are used to as part of an active learning curriculum, including literacy and numeracy instruction. Students from Year 3-6 utilise laptops at least daily to access curriculum content, create content and develop ICT skills and knowledge.

Social climate

Overview

A range of student-centred programs contribute to the positive school climate at Upper Brookfield State School. The overarching framework for all of our programs is our whole school expectations which are communicated through the *Nurture the Nest* model. This underpins all interactions within our school between students and staff. We believe it is central to creating a positive, nurturing, holistic learning environment that we all enjoy.

Students are involved in weekly lessons focussed on the *Nurture the Nest* focus for the week through talks on our weekly assembly and follow-up lessons in class, teaching socio-emotional skills. In 2018 students also received lessons using the *Respectful Relationships* resource from the Department of Education.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	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:	2016	2017	2018
• they are getting a good education at school (S2048)	84%	84%	100%
• they like being at their school* (S2036)	95%	95%	100%
• they feel safe at their school* (S2037)	100%	95%	100%
• their teachers motivate them to learn* (S2038)	95%	95%	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%	95%	90%
• teachers treat students fairly at their school* (S2041)	95%	95%	90%
• they can talk to their teachers about their concerns* (S2042)	89%	89%	100%
• their school takes students' opinions seriously* (S2043)	95%	84%	100%
• student behaviour is well managed at their school* (S2044)	100%	95%	90%
• their school looks for ways to improve* (S2045)	89%	100%	100%
• their school is well maintained* (S2046)	100%	95%	78%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	83%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	83%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	83%
• students are treated fairly at their school (S2073)	100%	100%	83%
• student behaviour is well managed at their school (S2074)	100%	100%	67%
• staff are well supported at their school (S2075)	100%	100%	83%
• their school takes staff opinions seriously (S2076)	100%	100%	83%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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.

Parent and community engagement

Upper Brookfield State School has a long and proud history of delivering quality educational outcomes in our community. Support is received through many local organisations, who have long ties with the school. The P & C is actively involved in the decision making process about the current and future direction of the school. This partnership, added to the ties with the wider community enhances the community atmosphere that exists at Upper Brookfield State School.

Strategies and events that demonstrate parent and community engagement include-

- Monthly P & C meetings
- Classroom volunteers
- Extra-curricular activities (debating and Optiminds)
- Fun Food Fridays
- Weekly assemblies
- Special events – ANZAC Day, book week
- Newsletters and Facebook page
- Community events – MOOTS and Movie nights

Respectful relationships education programs

Upper Brookfield State School implemented the Respectful Relationships program in 2018. This program had a focus on promoting awareness, prevention and responding to incidents that can impact personal safety. Through the skills taught in this program students develop knowledge and skills to equip them with being able to resolve conflict without violence, recognise, 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	0	0	0
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

Nurturing the Environment is part of our schools expectations. As a school we model this behaviour by how we conduct our daily business. We utilise rainwater for our water supply, which is filtered. Solar panels are mounted on one classroom block to supplement the electricity usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,520	10 253	12,677
Water (kL)			

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	7	6	0
Full-time equivalents	4	3	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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	6
Diploma	
Certificate	

*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 2018 were \$4191.80

The major professional development initiatives are as follows:

- Mandatory training – Code of Conduct, Student Protection, Health, Safety and Wellbeing.
- CPR, First Aid, Asthma and Anaphylaxis training
- Regional Writing Workshops
- Beginner Teacher Training
- Mentor Teacher Training

- Reading instruction training.

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.	98%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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%	93%
Attendance rate for Indigenous** students at this school	DW	89%	86%

* 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

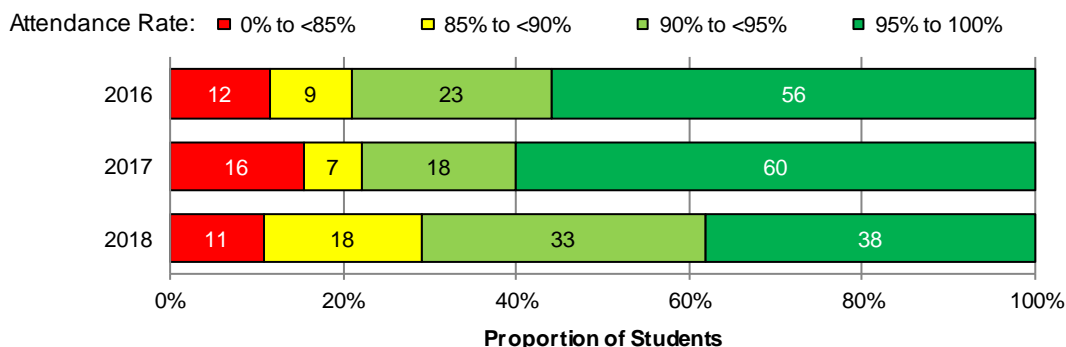
Year level	2016	2017	2018
Prep	92%	94%	90%
Year 1	90%	92%	94%
Year 2	93%	96%	93%
Year 3	94%	95%	96%
Year 4	97%	96%	96%
Year 5	DW	94%	93%
Year 6	95%		93%

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.

Class rolls are marked twice each day. The roll is marked first at 9.00 am and then again at 2:00 pm, following the end of second break. Students who are absent at 9.00 am without an explanation from their parent or caregiver are contacted by email or phone call to explain the absence. Late arrivals (after 9.00 am) report to the office and have a late slip printed to take to class for their teacher.

Children who are absent for three days or more, or who are consistently late will be contacted by the Principal to ensure the welfare of the student/s.

Students who require more than 10 consecutive days of absence need to apply for an exemption from compulsory schooling.

Support for families with regular late arrivals or non-attendance are consulted with by the Principal/class teacher to develop strategies to maximise attendance.

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.

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.

