

SOUTHBROOK CENTRAL
STATE SCHOOL



Southbrook Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Southbrook Central State School was opened on the 31st of October, 1910 as Elville, the name of the property site it was built on. We celebrated our centenary on October 30, 2010. Southbrook Central State School continues on a continual improvement agenda focusing on up to date curriculum, and a range of quality teaching practices and programs that align with the National Curriculum. Our teaching staff work to be innovative educators who are well informed of current 'best practice' and ensure student learning experiences are evidence based to provide a broad range of opportunities for each and every child at our school. We are in the business of preparing our young people to live in 21st century society. At Southbrook Central State School, in all situations, teachers are consistent, insistent and persistent. Our students are our core business and we take responsibility for their progress. Our teachers have the courage and ability to innovate, reflect and adapt their teaching practices. We are a high performing staff in a small school context and support our students in achieving success academically, physically, socially and emotionally. Our people are encouraged to find work/life balance and continue to grow professionally and nurture their passion for education. Currently Southbrook is staffed by 3 teachers: P-1 class, Years 2-3, and a Years 4-6 class. Although we continue to teach all National Curriculum subjects, our sharp and narrow focus is on Literacy and Numeracy. The students also have weekly lessons in P.E., Music and LOTE by visiting teachers.

School progress towards its goals in 2018

This 2018 School Annual Report outlines the school's results across a range of areas including:

- Progress in the school's Annual Operational Plan
- Class sizes
- School Disciplinary Absences
- Curriculum
- School Annual Survey
- Environmental Footprint
- Staffing
- Professional Development
- Attendance - Students and Staff
- School Income
- Key student outcomes

SCHOOL PRIORITIES 2018		
WHOLE SCHOOL IMPROVEMENT OF READING	Implement 5 Weekly Data Cycles to track the reading progress of all students.	
	School Wide Implementation of the teaching of Reading & Comprehension Skills	
	Implementation of SSP (Speech Sound Pics) into the Junior Classroom (P-1)	

	Fully Implemented
	In Progress
	Not Started

Future outlook

Southbrook Central State School – Priorities for 2019
Teaching of Reading
Focussed and Explicit focus of Reading and Comprehension skills. 85% of students to reach end of year Regional Benchmarks by 2019.
Coaching & Feedback
Implement Coaching & Feedback for teaching staff across the whole school. Implemented by the end of 2019.
Attendance
Explicit focus on the improvement of attendance in 2019 with a target of 95% for the entire 2019 school year.

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	55	67	64
Girls	28	32	33
Boys	27	35	31
Indigenous	8	14	10
Enrolment continuity (Feb. – Nov.)	96%	92%	85%

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

The students attending this school in 2017 were generally from two parent families, living in and around the town of Southbrook, some on acreage surrounding the town. A number of parents are small business owners however,

many parents work in Toowoomba or Pittsworth. There was a small number of indigenous students but no students with English as a Second Language background.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	21	23
Year 4 – Year 6	15		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

The Curriculum implemented in 2018 was the National Curriculum of the following areas;

- Mathematics
- English
- Science
- Humanities and Social Sciences
- The Arts
- Digital Technologies

Southbrook Central State School is a Positive Behaviour for Learning (PBL) School. All students throughout the year are taught explicit behaviour lessons to develop our schoolwide values of Care, Commitment, Courtesy, Courage and Consideration. Southbrook Central State School provides a fitness program (started in 2005) and assists in developing students' general fitness levels and participation in various sporting activities. As a result, a number of students qualify to attend district, zone and state-wide competitions.

The nationally funded Sporting Schools program is also provided for extra-curricular sporting activities outside of normal school hours.

Southbrook Central State School, also began a school-based playgroup to support Pre-Prep transitions into the school. This is co-ordinated on a fortnightly basis during school hours.

Co-curricular activities

Southbrook Central State School offers many extra-curricular activities. These activities are quite varied and provide a wide range of experiences for the students including:

- Arts Council performances
- GRIP – Young Leaders' Conference
- ANZAC Day
- Interschool and District Sporting days
- Under 8's Day
- Various sporting carnivals including; Softball, Cricket, Soccer and Rugby League
- Community Concerts
- CGEN – Creative Generation
- Book Week activities
- Grandparents Day
- Student organised fundraising activities
- Positive Behaviour Celebration Days

How information and communication technologies are used to assist learning

At Southbrook Central State School we have planned the replacement of our student computers on a schedule, which has

ensured we have well maintained resources. Students have access to a variety of information and communication technologies including;

- iPads
- Laptops at a ratio of 1:2
- Interactive Whiteboards
- Digital Cameras
- Webcams
- Interactive Touch Panels

Students also have access to various computer programs including:

- Stop Motion Animations – Scratch
- Online Reading and Mathematical Programs
- Online programs to improve typing/word processing skills
- Email
- Learning Place
- Ed Studios

Teachers have participated in various professional developments focused specifically on digital learning pedagogies. They continue to develop a repertoire of skills in order to assist students in the classroom on a daily basis and into the 21st century.

Social climate

Overview

Southbrook Central State School that encourages a caring family climate. It is an expectation that all senior students are mentors and model expected school behaviours in accordance with our school values of Care, Commitment, Consideration, Courage and Courtesy, aligned to our Positive Behaviour for Learning (PBL) strategy.

The essential features of PBL are:

- Statement of Purpose
- Clearly define 3-5 school rules
- Procedures for teaching expected behaviours
- Procedures for encouraging expected behaviours
- Procedures for discouraging problem behaviours
- Procedures for record-keeping and decision making

We also have access to a school based chaplain to work with individual students and small student groups on a part-time basis. The chaplain is highly visible and available to all students, staff and parents.

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%	91%	92%
• this is a good school (S2035)	100%	91%	100%
• their child likes being at this school* (S2001)	100%	91%	100%
• their child feels safe at this school* (S2002)	100%	91%	100%
• their child's learning needs are being met at this school* (S2003)	100%	91%	75%
• their child is making good progress at this school* (S2004)	100%	90%	75%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	83%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	91%	75%
• teachers at this school motivate their child to learn* (S2007)	100%	73%	83%
• teachers at this school treat students fairly* (S2008)	94%	80%	82%
• they can talk to their child's teachers about their concerns* (S2009)	100%	82%	83%
• this school works with them to support their child's learning* (S2010)	100%	90%	83%
• this school takes parents' opinions seriously* (S2011)	100%	82%	92%
• student behaviour is well managed at this school* (S2012)	100%	91%	75%
• this school looks for ways to improve* (S2013)	100%	90%	100%
• this school is well maintained* (S2014)	100%	91%	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)	100%	100%	100%
• they like being at their school* (S2036)	100%	93%	95%
• they feel safe at their school* (S2037)	100%	93%	89%
• their teachers motivate them to learn* (S2038)	100%	93%	89%
• 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%	93%	89%
• teachers treat students fairly at their school* (S2041)	92%	79%	89%
• they can talk to their teachers about their concerns* (S2042)	92%	92%	94%
• their school takes students' opinions seriously* (S2043)	100%	86%	83%
• student behaviour is well managed at their school* (S2044)	82%	93%	89%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	93%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	93%	89%

* 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%	91%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	91%	100%
• they receive useful feedback about their work at their school (S2071)	100%	82%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	60%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	91%	100%
• student behaviour is well managed at their school (S2074)	100%	91%	100%
• staff are well supported at their school (S2075)	100%	91%	100%
• their school takes staff opinions seriously (S2076)	100%	82%	100%
• 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%	91%	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

When children are enrolled at Southbrook Central State School, parents, students and staff members enter into an important partnership. This partnership works to achieve the best educational opportunities and outcomes within a positive disciplined environment. At Southbrook Central State School, every parent is encouraged to actively participate in the education of their child/ren. The supportive messages parents give to their children regarding their education and schooling are very important.

To enable this partnership to flourish, good communication is essential. This is achieved through regular contact with parents via various means including; emails, newsletters, important notes of information, community notice board, website, weekly assemblies, parent interviews, report cards, special meetings and events, and Facebook updates and notifications.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships through the explicit teaching lessons related to our core values – Care, Commitment, Courtesy and Courage.

Our Chaplain delivers the Girl Wise program to the Year 5-6 cohort of students.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	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

In 2018 students and teachers were encouraged to manage consumable energies with care. Cooling/heating is kept at the recommended temperatures and switched off when possible. Lights are only used when students are in the classroom and computers are tended to by students to ensure they are shut down appropriately. Teachers and students collect used paper and either re-use or recycle. Students are involved in Re-use, Recycle and Repurpose discussions/experiences where appropriate.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	26,357	30,245	38,057
Water (kL)	657	933	

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.

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	5	8	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	4
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 \$ 7178.84.

The major professional development initiatives are as follows:

- SSP (Speech Sound Pics) Training
- Lyn Sharratt Workshops
- Reading Centre Workshops
- First Aid Training
- Regional Professional Development
- QASSP Conference

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%	96%	98%

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%	93%	91%
Attendance rate for Indigenous** students at this school	94%	90%	85%

* 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	95%	91%	89%
Year 1	95%	93%	89%
Year 2	95%	93%	91%
Year 3	95%	93%	90%
Year 4	97%	92%	92%
Year 5	92%	97%	91%
Year 6	92%	92%	95%

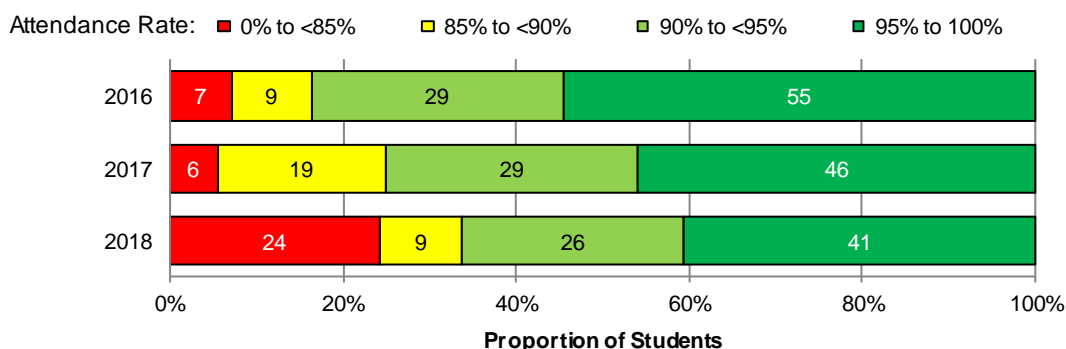
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Teachers are required to mark rolls twice a day, at the beginning of the day and after lunch break. Teachers mark the roll in OneSchool and monitor non-attendance. In the case of Children in Care or any unexplained “same day” absences, these are recorded then parents contacted by phone on the same day to seek explanation. If a student is absent for three days, the teacher contacts the parents. The outcome of this communication is provided to the Principal. If the child is absent for 5 days, the Principal contacts families. The School works with parents to increase student attendance and any issues are identified and addressed.

However, if nonattendance without notice continues for 15 school days, the Principal issues ‘Notice’ – Failure to attend, that outlines parents legal obligations and invites both parents to attend a meeting to discuss the situation. If no change occurs within a further 5 days, Principal issues a ‘Warning Notice’ – failure to attend. When all avenues have been investigated as per the SMS-PR-029.

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.