

East Brisbane State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Established in 1899, East Brisbane State School is an inner city school for Prep to Year 6 students. Located on a heritage listed site our school's closest neighbour is the famous Brisbane landmark, "The Gabba." We are very proud of our history and tradition and couple this with a future perspective in our student centred approach to teaching and learning. East Brisbane State School has a safe and supportive teaching and learning environment. We have developed a strong culture of respect, showing appreciation for the richness of the diversity within our small school community. Our motto of Diversity, Diligence and Distinction encompass our school culture of who we are, how apply ourselves and the high expectations in all that we do. Underpinned by the practices of Philosophy, our rigorous curriculum and expert teaching provides students with opportunities to develop deep thinking and reflective practice while developing a love of life-long learning. We guide student in being risk takers, and support all students in reaching their own potential. We offer a range of opportunities in academic, cultural, sporting, community pursuits. All members of our school community take responsibility for student learning and have high expectations for teaching, learning and behaviour. Parents and carers are highly valued partners in the learning process and the school embraces a culture of reflection, conversation and feedback, where all opinions are valued and considered. Strong partnerships with local organisations provide opportunities for students and staff to extend their learning beyond our school grounds. Our community is proud of the school's strong local heritage and the role it plays in providing opportunities for students to excel.

## School progress towards its goals in 2018

In 2018, staff, students and parents at East Brisbane State School continued to work together to develop quality teaching and learning programs designed to involve student outcomes. The school's Improvement Agenda, supported by the Investing4Success funding, provided the driving force for innovation and change within teachers' pedagogical practice with a focus on maximising student achievement while also ensuring learning remained connected to real life contexts.

In 2018 our three key improvement areas were:

- By the end of 2018 best practice in writing, and reading, will be consistently embedded across the school and evident in student efficacy and engagement. This will result in 40% of students achieving in the upper 20% (relative gain) in W and R.
- By the end of 2018 staff will effectively identify and plan next steps for student learning through the collection and analysis of purposeful data to ensure that every student demonstrates a year's growth.
- By the end of 2018 we will have embedded a strong philosophical practices so that students and teachers become collaborative, critical and creative thinkers who can develop high levels of questioning and reasoning.

Highlights and achievements for 2018 included:

- A focus on a whole school approach to writing with a review and development of current teaching practices.
- Continuation of a whole of school approach to intervention, the LIFT program was introduced to ensure guided writing and reading were taught every week from Prep to Year 6.
- Continued strong emphasis on the Teaching of Philosophy, including Philosophy Open Days and participation in the Philosothon competition.
- Continued strong and high expectations for behaviour to promote a safe and supportive learning environment through the embedding of the East Brisbane Way – articulating the expected behaviours for students and staff.
- Continued participation in the Budgie Cup, providing an interschool competition for student in sporting events.
- Second annual Writers Festival held to celebrate and promote all students efforts in writing.
- Inaugural Japanese Celebration Day, celebrating the success of the Content and Language Integrated Learning (CLIL) Japanese program for students from Prep to Year 3.
- High levels of achievement in NAPLAN, particularly from our Year 3 and Year 5 students in the area of reading.

- Strong relationships across cluster schools to provide a greater network of collegiality for teachers in the areas of curriculum planning and moderation.
- Strong relationships with surrounding organisations to support the teaching and learning of students and staff.

## Future outlook

East Brisbane State School will continue to build on successes and learn from challenges with a clear and concise improvement agenda for 2019.

- Best practice in reading will be consistently embedded across the school and evident in student literacy across all Learning Areas with a focus on the literacy within Mathematics.
- Embedded a strong philosophical practices so that students and teachers become collaborative, critical and creative thinkers who can develop high levels of questioning and reasoning.

**Our Motto:** Diversity, Diligence and Distinction

**Our Improvement Agenda:** Cross Curricular Literacy

### Igniting the Learning Spark:

- Philosophy – enquire openly, think deeply and act respectfully
- Gradual Release of Responsibility – independent and self-initiated learning, supportive approach, we know what we are learning
- Differentiation – we embrace our differences, we encourage, support and challenge each other, we achieve and celebrate our successes
- Risk Takers – Confident, resilient and challenged learning, freedom to always have a go and build on a positive mindset, learning risks are valued, encouraged and supported
- Consistency – we have common understanding and expectations of practice, curriculum and behaviour, communication is clear and explicit and we have safe and supportive learning environments

## Our school at a glance

### School profile

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

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	216	212	253
Girls	107	112	123
Boys	109	100	130
Indigenous	10	7	10
Enrolment continuity (Feb. – Nov.)	90%	89%	93%

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

East Brisbane State School is a co-educational school where diversity is celebrated. Within our student population we have over 30 countries represented and 40 languages are spoken. East Brisbane State School students represent a wide range of socio-economic groups, family structures, cultural and religious backgrounds and beliefs. Our students show a deep respect for each other their backgrounds. East Brisbane SS has strong attendance with rates regularly at 94% and above.

Our school is able to support a range of learners to achieve their educational outcomes. This range includes students with a disability, students needing additional learning support and those students who are academically very capable. Our non-English speaking students are support by our English and an Additional Language or Dialect (EAL/D) program.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	20	25
Year 4 – Year 6	26	28	27
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 East Brisbane Way provides the foundation for all teaching and learning. Teachers worked collaboratively to develop engaging units of work with the Australian Curriculum at their core. Concentrated Literacy and Numeracy blocks are maintained with an emphasis on analysing student achievement data to inform planned teaching and learning experiences. Teachers are supported by the Support Teachers and Teacher Aides to provide early intervention in Literacy and Numeracy to maximise student achievement and improve pedagogical practice.

Philosophy allows all students and teachers to develop and deepen their thinking and reasoning. Students participated in weekly philosophy lessons covering a range of topics. This enhanced student's thinking not just in philosophy but also in other learning Areas. Philosophy not only enhanced students' academic ability but also assisted them in being active and social people in the playground.

Consistent use of the Explicit Instruction model across the school by all teachers ensures that students are engaging the knowledge and skills that the Australian Curriculum requires of them. Through the three phases of explicit instruction, I do, We do and You do, teachers and students work together to build a strong foundation for learning.

Year 5 and 6 students were offered the opportunity to attend year level camps which allowed them to develop social interaction skills through high levels of physical challenge and teamwork.

All students from Prep to Year 6 participated in LOTE (Japanese), Music and Health and Physical Education. Through these specialist lessons students were also able to participate in choirs, instrumental music, district and regional level sport as well as school athletics carnival, cross country and swimming.

## **Co-curricular activities**

At East Brisbane SS students are able to participate in a range of co-curricular activities. The range of activities cater for the diverse range of learners at the school. In 2018 the co-curricular activities available to students were:

- Advanced Philosophy – including participation in the QLD Philosothon competition
- Advanced Writing
- Advanced Technology – including participation in the Young Explorers ICT competition
- Student Council
- Games Monitors
- Library Monitors
- ICAS Competitions
- Instrumental Music
- Junior Choir
- Senior Choir
- Top Chess Club
- Interschool Sport
- Sporting representation at both Lytton District and Metropolitan East levels
- Sporting opportunities that ranged from within school and with outside providers.

## **How information and communication technologies are used to assist learning**

The use of ICT within the teaching and learning environment at East Brisbane State School continues to grow and evolve. The ICT Coordinator continued to work with all year levels Prep to Year Six, teaching them to create, manage, operate, navigate and manage within a safe learning environment. This was achieved through the delivery of the Digital Technologies curriculum.

The staff recognise the importance of digital tools in the delivery of, and interaction with the curriculum for our 21st Century learning. In 2018, teachers continued to explore the use of edStudios as an extension of the regular classroom. All classrooms from Prep to Year Six had data projectors and internet connectivity, including networked and wireless, working within a secure EQ network. Teachers integrated ICT into the classroom through the use of digital stories, apps for reading and classroom organisation, and movie making. Everyday learning was enhanced in Prep – Year 6 using the well-equipped computer lab situated within the library.

Assistive technologies are also used to support our students with disabilities to ensure access to the curriculum and provide communication tools.

## Social climate

### Overview

East Brisbane State School continued to promote the school vision of developing a connected learning community where there is a shared belief that everyone is a learner and has a unique contribution to make. In our school this creates a focus on unlocking the promise that lies in individuals to make a difference for themselves, others and our world. East Brisbane State School is a place where children enjoy and positively engage in their learning. It is a place where children of all abilities experience success, both academically and socially. There is a palpable sense of community and inclusion in our school, and a culture of acceptance, tolerance, mutual understanding and harmony.

East Brisbane State School's four school rules are Be Safe, Be Respectful, Be Responsible and Be a Learner. This coupled with our motto of Diversity, Diligence and Distinction promotes an environment where students care and have a deep respect for each other both within and outside the classroom. Students also use the 'High 5' in the playground which promotes resilience and gives them practical skills when dealing with others.

Our Philosophy program teaches students how to engage with others in meaningful ways, this extends from the classroom into the playground and to interactions outside of school. Students have a safe learning environment where disagreements can be resolved in respectful ways.

Zones of Regulation was implemented as a tool for students to learn self-regulation skills with our feelings and emotions. This framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

### 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	97%
• this is a good school (S2035)	100%	100%	97%
• their child likes being at this school* (S2001)	97%	97%	91%
• their child feels safe at this school* (S2002)	97%	97%	100%
• their child's learning needs are being met at this school* (S2003)	97%	97%	94%
• 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)	97%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	91%
• teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	94%	97%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	94%
• this school works with them to support their child's learning* (S2010)	97%	97%	100%
• this school takes parents' opinions seriously* (S2011)	90%	94%	100%
• student behaviour is well managed at this school* (S2012)	97%	94%	100%
• this school looks for ways to improve* (S2013)	94%	97%	100%
• this school is well maintained* (S2014)	94%	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 <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	100%	98%
• they like being at their school* (S2036)	95%	98%	98%
• they feel safe at their school* (S2037)	90%	100%	98%
• their teachers motivate them to learn* (S2038)	100%	96%	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)	95%	98%	100%
• teachers treat students fairly at their school* (S2041)	83%	96%	98%
• they can talk to their teachers about their concerns* (S2042)	90%	94%	95%
• their school takes students' opinions seriously* (S2043)	93%	92%	95%
• student behaviour is well managed at their school* (S2044)	90%	81%	93%
• their school looks for ways to improve* (S2045)	98%	94%	98%
• their school is well maintained* (S2046)	100%	100%	98%
• their school gives them opportunities to do interesting things* (S2047)	90%	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 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> 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%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	95%
• 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%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	95%	95%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	95%	90%
• their school gives them opportunities to do interesting things (S2079)	100%	95%	95%

\* 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

Parents are a valued and vital resource to East Brisbane State School. They are represented through the P&C where they work with the Principal and teaching staff to develop strategic plans for the school. In 2018 Parents were invited to attend a Philosophy session in their child's classroom where they were able to be a part of a

philosophical inquiry. Parents were also provided with additional information/activities to take home and use with their child. These sessions were quite well attended.

Parents and carers are integral participants in the consultation process regarding adjustments being made to assist students with diverse needs to access, succeed and achieve at school.

The school has an active, supportive and committed P&C. The P&C has a valued voice in school decision making and are regularly consulted on school programs and vision. The P&C consisted of interested parents and citizens who oversaw service operations such as the School Tuckshop, Uniform Shop and the annual Car Show. Throughout 2018 the P&C continued to contribute significantly to the resourcing of the school as a result of their fundraising efforts.

Parent volunteers continued to assist teachers in a range of practical ways, providing valuable support both inside and outside the classroom. Changing home readers, catering for school events, attending excursions and assisting with class activities are just some of the ways this assistance was given. A Volunteers' Morning Tea was organised by the staff at the end of the year to acknowledge the contribution of parents in our school.

Parent attendance at school events (e.g. Meet the teacher, Cross Country, Swimming and Athletics Carnivals) was encouraged and well attended. Parents were invited to attend our weekly parades used to showcase student success and talent across a range of areas. Special assemblies were also held throughout the year e.g. Student Leader Badge Presentation, ANZAC Day, NAIDOC DAY, Under 8's Day, Harmony Day, Celebration Night, Graduation Night and End of Year Parade.

Community organisations are an integral part of the community at East Brisbane SS. Local business provide students with the opportunities to extend their learning outside of the classroom environment. They also support the school in delivering key objectives within the school and community.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Through our Philosophy program students are taught how to respectfully interact with each other and resolve conflict without violence.

A Games Monitors program also operates to assist and support students to develop their knowledge and skills to be able to resolve conflict without violence – and also recognize, react and report when they, or others, are unsafe.

In conjunction with 'true – relationship and reproductive health', Year 5 and 6 students participated in the True All School program, an Australian Curriculum aligned relationship education program.

## 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	1	0	3
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 school is striving to implement measures that address long term maintenance issues that impact on water and electricity consumption. The measures put in place will assist in reducing the environmental foot print including water consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	92,321		113,154
Water (kL)	691	1,219	3,319

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	23	14	<5
Full-time equivalents	17	9	<5

\*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	2	
Graduate Diploma etc.*	2	
Bachelor degree	18	
Diploma	1	
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$13 726.

The major professional development initiatives are as follows:

- Fountas and Pinnell Reading Benchmarking kit – including links to the Literacy continuum and determining the next steps for learning for students
- Philosophy Level 1 training for all new staff
- Australian Curriculum development – alignment planning
- Coaching program and feedback
- Inclusive Classroom Practices
- Staff Wellbeing
- Data analysis and use
- First Aid/CPR 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.	97%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	95%	94%	94%
Attendance rate for Indigenous** students at this school	90%	87%	87%

\* 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%	92%	94%
Year 1	94%	96%	92%
Year 2	95%	94%	94%
Year 3	96%	94%	94%
Year 4	96%	95%	94%
Year 5	97%	95%	96%
Year 6	94%	95%	92%

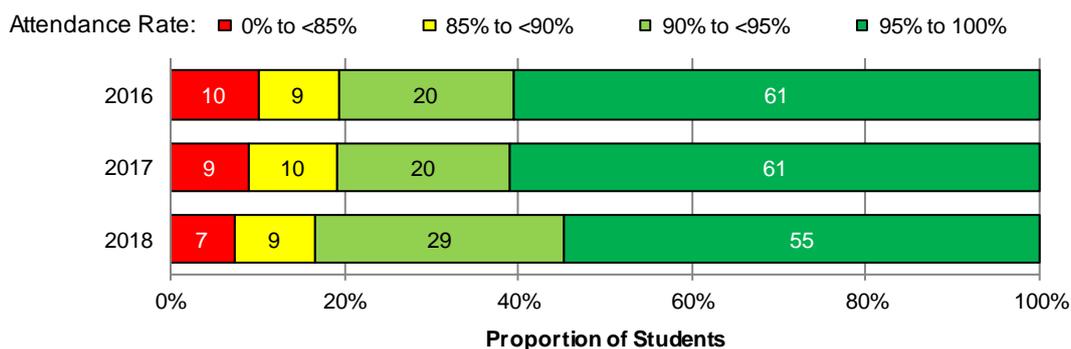
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

School absenteeism and student attendance is a complex issue which includes a range of student behaviours including school refusal and truancy. East Brisbane State School follows Education Queensland Policy regarding enforcing School Attendance through the promotion of the Every Day Counts Strategy.

Electronic roll marking tracks student attendance, students that aren't at school for unexplained reasons are contacted the day of their absence. Students with high absences are tracked by the Principal and processes developed to support the regular attendance every day. Strategies and processes that are implemented include:

- Tracking of student absence data
- Following up by the Principal for unexplained absences
- Whole school reward tracking program to encourage attendance
- Enforcing of the Attendance Policy
- Intervention and support for community regarding 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.

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.