



Moreton Downs State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	Parsons Boulevard Deception Bay 4508
<b>Phone</b>	(07) 3897 2666
<b>Fax</b>	(07) 3897 2600
<b>Email</b>	principal@moretondownssss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Paul Pickering - Principal

# From the Principal

## School overview

Moreton Downs State School is situated to the North of Brisbane in the suburb of Deception Bay. The school has a growing reputation across the district which has substantial new housing developments in the vicinity. The School Motto of: Growth Through Knowledge aims to foster a culture framed by high expectations.

The school enrolment is approximately 648 students from Prep to Year 6 boys and girls. Quality programs are offered to our students in all Key Learning Areas (KLAs) as we deliver the Australian Curriculum. There is a distinct focus on Literacy and Numeracy. We adapt, refine and differentiate Queensland's Curriculum into the Classroom (C2C) units.

Our school has a philosophy of inclusion which provides the individual care and attention required for children to achieve at their own level. Recent years have seen us redevelop our special education facilities and program, now labelled the HIVE (Holistic, Visionary, Inclusive Education). This work has included associated redesign of our Inclusion program. Significant emphasis is placed on providing a learning environment where all students feel safe and supported in promoting our three expectations: being Safe, being Respectful and being a Learner. The depth of school-wide inclusive practices are highlighted with Inclusion Teachers aligned to each year level cohort.

Our school takes great pride in maintaining a strong sense of family through our commitment to shared ownership of student outcomes and developing parent skills through the provision of parent learning opportunities.

Improving teacher pedagogy through an explicit Collegial Engagement Framework maintains a clear focus on excellence in the school. Pedagogy direction is framed by the work of Marzano – the Art and Science of Teaching<sup>R</sup> (ASOT). Recent work embraces Age-Appropriate Pedagogies, which is being built into current practices. A strong extra-curricular program exists, particularly in the areas of sport, coding, robotics and The Arts, with the school having success in competitions in these areas.

School attendance has improved over recent years and reflects a growing valuing of school and education in the community. A continued focus in this area is being maintained.

Distinctive features about the school include deepening work in our Positive Behaviour for Learning (PBL) approach, initial work in Profiling and Essential Skills and strong district and regional leadership in school sport. Recent extension activities have focussed on school-wide engagement for all students. The capacity of the school to provide diverse and inclusive offerings comes from the passion and commitment of the staff. Staff go 'above and beyond' to ensure all students are provided an opportunity to enrich their education so it may meet their particular need.

Our community supports the school with a group of dedicated parents assisting in fundraising and school operations. This is guided by a small but dedicated parents and citizens group.

Our key focus areas articulated in our school Explicit Improvement Framework are in the areas of Reading, Writing, Numeracy, Upper 2 Bands and Attendance. NAPLAN results indicate that we provide strong intervention programs for the needs of our students in the lower bands. Data is driving our work to enhance achievement in the upper two bands.

Our school receives substantial Investing for Success (I4S) funding which allows dedicated support to maintain low class numbers, significant support for individuals with learning needs and allows us to attend to speech and hearing development concerns.

## Introduction

Thank you for reading our school's annual report for the 2018 school year. This report will provide you a range of information about our effort, performance and endeavours during the year. Moreton Downs State School has developed a strong tradition of providing quality learning experiences to the students of Deception Bay. With our mantra – **Growth through Knowledge**.

### School Vision

To provide learning opportunities for all students, that balance academic, social, emotional and physical development and to extend students to reach their individual potential in becoming contributing members of a changing society.

### Statement of Purpose

Our school has a dedicated and supportive staff with a common purpose which includes:

- Extending life opportunities for all students
- Raising the bar towards excellence to ensure students reach their potential
- Balancing the growth of individual potential

### School Values

- Staff working together as a professional family
- The sharing of our successes and challenges
- A focus on commitment, consistency and continuity
- A clear focus on improving literacy and numeracy
- The encouragement of students to become self-managing and independent
- The rights of all students to learn in a supportive school environment
- A belief in Life Long Learning.

The school has a strong focus on providing all students with the skills necessary to be successful life-long learners, whilst being responsible global citizens. Key focus areas include:

- Literacy (explicit focus on reading), Writing, Numeracy, Upper Two Bands (NAPLAN) and Attendance. These are central focuses in our 'Investing For Success' projects
- Inclusion, enrichment and extension
- A pedagogical framework based on a growing feedback and coaching culture is informed by our Collegial Engagement Framework
- Positive Behaviour for Learning is framed by our three keys – Be Safe, Be Respectful and Be a Learner.
- Strong partnerships with community groups and volunteers, including building early year and high school transition practices

The school develops the personal strengths and talents of all students, through dynamic learning programs that create a community of life-long learners. An integrated curriculum is delivered: where literacy, numeracy and ICT's are used within a learning program that develops children's thinking and problem-solving skills. Differentiation and enrichment are key foci which are embedded in strong team based approach, including year level planning.

The school works in numerous networks and clusters to enhance opportunities to learn and deprivatise practices. These collaborative actions provide a strong basis for moderation activities.

### School Progress towards its goals in 2018

As described in the school's explicit improvement agenda a range of key actions were undertaken in literacy, numeracy, attendance and upper 2 bands. Through all areas the school is using an Inquiry Cycle to attend to any Problems of Practice. Key comments on these actions include:

#### Literacy

- There has been further embedding of a shared understanding and pedagogical practice of reading procedures
- Work continues to embed the reading framework to Pearson's Gradual Release of Responsibility Model
- There is continued use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: QARF, Sheena Cameron Writing Strategies

- Work continues on the use of reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Staff development in phonemic awareness has been a priority

### Numeracy

- Considerable success is evident on embedding Numeracy Rich Routines that address key aspects of number
- Continued work with the regional maths consultants is guiding a deeper knowledge in the teaching of Mathematics, including warm-ups and number facts.
- A greater range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Teachers continue to build their capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content and develop the Proficiencies of Fluency, Understanding, Problem Solving and Reasoning
- Work continues in developing Computational Fluency understanding and strategies such as practice and deepen number facts

### Attendance

- Work continues around regularly analysing and attending to trends in attendance data at the whole school, class and individual student level.
- Refined strategies to communicate and promote student attendance in the wider community have occurred.
- Continued proactive and reactive strategies have seen sustained improvement in student attendance, with more work to be done

### Upper 2 Bands

- A variety of processes, according to student needs, are continuing to maximize the number of students achieving in the U2B
- Planning cycles and documents now include explicit reflection on the provision of challenging learning experiences that further develop reading and numeracy expertise
- There is explicit inclusion within planning for differentiation and extension strategies across all year levels

## School Data Summary From 2018

The following tables indicate the school progress in 34 measured areas. Data is derived from the School Data Profile and School Headline Indicators. The provided legend allows for interpretation of attainment in areas, considering improvement from past performance or in meeting set acceptable thresholds. Thresholds are either state level or SQSS (Similar Queensland State Schools).

### ICSEA

The index of community socio-educational advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia.

Legend
Significant Improvement
Good Improvement
Slight Improvement
Slight Decline
Significant Decline
Stable
Well Below Threshold
Below Threshold
Within Threshold
Above Threshold
Well Above Threshold

Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school's geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both student- and school-level factors.

ICSEA is set at an average of 1000. The lower the ICSEA value, the lower the level of educational advantage of students who go to this school. Similarly, the higher the ICSEA value, the higher the level of educational advantage of students who go to this school.

Literacy and Numeracy - NAPLAN					
Area	Year Level	Strand	School Percentage	State Threshold %	SQSS Threshold
<b>NMS</b> National Minimum Standard	Yr 3	Reading	100	95	
		Numeracy	98.6	95	
	Yr 5	Reading	94.6	90	
		Numeracy	93.5	90	
<b>U2B</b> Bands Upper 2	Yr 3	Reading	40.5	45	35 - 45
		Numeracy	16.4	45	20 - 30
	Yr 5	Reading	15.1	35	20 - 30
		Numeracy	4.3	35	10 - 20
			Mean		SQSS Threshold
<b>MSS</b> Mean Scale Score (average)	Yr 3	Reading	406		378 - 402
		Numeracy	372		350 - 402
	Yr 5	Reading	461		455 - 507
		Numeracy	443		440 - 492
<b>Relative Gain</b>					
Reading & Numeracy	2016 - 2018	Yr 3 - Yr 5	-0.3		-0.3 - 0.1
<b>NAPLAN - MSS %ile (Mean Scale Score Percentile)</b>					
			Yr 3	Yr 5	School ICSEA %ile
Reading			37	26	24
Writing			28	18	
Spelling			46	34	
Grammar & Punctuation			32	26	
Numeracy			31	22	
<b>A - E Reporting</b>					
Strand	Report Card Grades		School Percentage	State Threshold %	
<b>English</b>	% A or B		23.1	30 - 50	
	C or Better		72.9	70 - 80	
<b>Maths</b>	% A or B		30	30 - 50	
	C or Better		78	70 - 80	
<b>Science</b>	% A or B		34.3	30 - 50	
	C or Better		86	70 - 80	
<b>Attendance</b>					
	School	State	State Threshold		
Average	91.6%	92.40%			
< 85%	17.8%		10 - 20		
<b>Behaviour</b>					
Suspensions			School	State	State Threshold
Per1000 students per term			11.2	20.4	0 - 25
<b>School Opinion Survey Satisfaction Percentages</b>					
	School Percentage			State Threshold%	
Staff	90			90	
Parents	91.1			90	
Students	94.8			90	

## School Review

In 2018 the school completed its quadrennial review. A summary of the key findings and recommended improvement directions include:

### 10 Key findings

- **Positive, caring relationships** between staff members and students are apparent across the school.
- The school **leadership team** is recognised as being **supportive** of staff, students, parents and the school community.
- Staff members are encouraged to **continually improve their knowledge and skill sets**.
- Staff members indicate a **willingness to engage** with the school's Explicit Improvement Agenda (**EIA**).
- School leaders articulate the development and maintenance of a **school-wide, professional team of highly competent staff members** is critical to improving student learning outcomes.
- An emphasis is placed on providing **challenging and engaging learning experiences** for students.
- The school's **pedagogical framework** is based on Marzano's The Art and Science of Teaching (ASoT).
- The leadership team gives priority to school-wide **analysis and discussion of data** regarding student academic, social emotional wellbeing and behaviour outcomes.
- The school is held in **high regard** by parents and the wider community.
- The Parents and Citizens' Association (P&C) comprises a **small, active group of parents** who involve others in fundraising activities.

### 5 Key Improvement Strategies

- **Sharpen and narrow** the focus of the **EIA** including a process to **monitor and evaluate** the effectiveness of school initiatives and programs in improving learning outcomes for all students.
- Enhance the **instructional leadership** role of the leadership team through involvement in **curriculum leadership** and a structured **coaching and feedback** process in classrooms.
- Provide PD for all teachers in the area of **achievement standards** in the AC to assist teachers in understanding how the standards can be interpreted when developing teaching and learning programs.
- Review the expectations and refine the implementation of the school's **pedagogical framework** including the alignment of ASoT with Explicit Instruction (EI) in teaching and learning.
- Collaboratively develop and monitor school-specific and year level **teaching and learning targets and timelines** for EIA priority improvement areas.

## Future Outlook

### Cross Curriculum

- Continue to refine work around Growth Cycle Planning and including differentiation, extension and Age-Appropriate Pedagogy considerations
- Further initial work in rolling-out Age Appropriate Pedagogy to enhance the school Pedagogical Framework

### Literacy

- Continue to attend to the 8 Aspects of Reading: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Text and Textual Features, Knowledge of the World and Comprehension. As well Teachers will continue to provide a systematic, direct and explicit phonics program using Sound Waves Foundation.
- Further embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.: *1. Reading aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.*
- Continue to utilize Pearson's Gradual Release of Responsibility Model as a means to ensure the 5 aspects of reading are explicitly addressed i.e.: *1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World*
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: QAR, Sheena Cameron Comprehension Strategies
- Further enhance comprehension strategies into the reading procedures
- Refine practices in the teaching of writing, based on Sheena Cameron's writing process
- Use the reading procedures as a focus for Instructional Leadership and coaching to build teacher capacity through observation and feedback, based on Mazarno's Art and Science of Teaching

- Complete a thorough interrogation of previous NAPLAN data in preparation for future assessment and identify and isolate targeted areas for developmental from NAPLAN analysis

### Numeracy

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M
- With regional support personnel provide school-based and cluster opportunities (Best Practice Networks) to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Refine moderation processes through cluster projects
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content and develop the Proficiencies of Fluency, Understanding, Problem Solving and Reasoning
- Embed Computational Fluency understanding and strategies such as practice and deepen number facts

### Attendance

- Refine the school attendance management plan to guide improvement strategies
- Regularly analyze and attend to trends in attendance data at multiple levels across the school
- Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance

### U2Bs

- Ensure a variety of processes are in place to maximize the number of students in the U2B (ensuring processes begin in Prep)
- Continue to provide challenging learning experiences that further develop reading and numeracy expertise
- Embed further differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- Facilitate further explicit planning of differentiation to meet student needs
- Develop an enrichment strategy and team to drive student enrichment and extension programs

### Targets 2019

<u>School Semester Reporting</u>	<u>Attendance</u>
85% or better 'C' in English, Maths and Science	93% or better for Students
85% or better "C" for Behaviour and Effort	96% or better for Staff

<u>NAPLAN Targets</u>						
Strand	National Minimum Standard		Upper Two Bands		Gap in attainment for Aboriginal and Torres Strait Islander students reduce by 50% (Target in points)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Reading	95%	95%	33%	33%	10 or less	-15 or less
Writing	95%	95%	33%	25%	10 or less	-15 or less
Spelling	95%	95%	40%	35%		
Grammar and Punctuation	95%	95%	50%	35%		
Numeracy	95%	95%	30%	25%	10 or less	-15 or less

<u>School Opinion Survey (Focus Questions)</u>			
Focus Areas	Targets		
	Parents	Students	Staff
This is a good School	95%	97%	93%
Would recommend school to others	95%	97%	90%
School provides a good education provided	97%	99%	99%
Behaviour is well managed at the school	88%	88%	88%
Staff morale			85%
Provision of feedback	97%	98%	
Overall	93%	97%	92%



# 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	689	670	641
Girls	337	332	312
Boys	352	338	329
Indigenous	49	54	59
Enrolment continuity (Feb. – Nov.)	94%	91%	95%

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.

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.

## Characteristics of the student body

### Overview

Moreton Downs State School enrolment growth has stagnated with no new home building projects within the designated school catchment such should continue. Our enrolments continue to reflect a large percentage (approx. 18%) of Pacific Islanders, with approximately 8% of students identifying as Indigenous. 9% of our students have a language background other than English. 8% of the student population were enrolled in our Special Education Program with continued growth in this area. A large percentage of our Special Education Program students identified with a related Autistic Spectrum Disorder disability.

Our Index of Community Socio Educational Advantage score (ICSEA) for 2018 was 950 (at the 24<sup>th</sup> percentile) and places 83% of our population in the bottom two quartiles.

There is a high transient rate which impacts upon the school and the continuity of the educational program, school structures, student outcomes and systemic test results. As a result, a number of students have only been in the school for a relatively short period of time and have not had the benefit of a continuous Moreton Downs State School education.

## Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	22	22	22	The <a href="#">class size</a> 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.
Year 4 – Year 6	24	23	23	

## Curriculum delivery

### Our approach to curriculum delivery

Our teachers work closely with our Heads of Curriculum, Head of Special Education, Inclusion Teachers and Support Teacher Literacy and Numeracy to regularly review planning and learning contexts to ensure strong links between curriculum intent, learning activities and assessment.

Moderation in school and across school clusters is used as a reflective tool. There is explicit planning using a newly designed Growth Cycle format which front-ends assessment, explicitly plans for differentiated student needs and informs goal setting processes. Task sheets, guides to making judgement and criteria sheets are developed and implemented. After initial planning teachers cooperatively align the unit contexts for implementation.

Staff also work closely with our school leaders to improve effective instructional programs, based on data and within our ASOT<sup>R</sup> Pedagogical Framework. An instructional process involves teachers in an observation and feedback loop. There has also been a clear focus on Teacher Mentoring and Coaching particular around the key deliverables in student goal setting and feedback. 2018 has seen our branch into the inclusion of Age-Appropriate Pedagogies. This work will be on-going for a number of years until such is embedded.

Clear demand exists around differentiation and explicit planning for students to meet their individual educational needs. This work continues and includes a phonics program and the early screening of students. As well there is substantial effort in ensuring there are clear benchmarks and strategies to support students' reading throughout the school.

Japanese is taught in years 5 and 6, including Speaking Competitions. Music and Physical Education lessons are taught from Prep through to Year 6. In 2018 the school invested considerably to have all classes supported by a Health Education Teacher and a Teacher of Technology.

Teachers plan, teach and assess within the parameters of the Australian Curriculum (v8) guidelines, using C2C as a resource. Primary Connections is utilised for Science and in 2019 delivered by a specialist Science Teacher. An implementation schedule is in place to familiarize, implement and embed all KLAs before 2020, with HASS, The Arts and Technologies KLAs are yet to be aligned although fledgling work in 2018 is framing this commitment.

The school has a current School Curriculum Assessment and Reporting Framework, which guideline curriculum directions.

The school utilises a number of different assessment methodologies including

- Pre and post tests to determine prior knowledge and then distance travelled.
- Other diagnostic tests
- Formative assessment items
- Summative assessment items
- Standardised testing such as Pat R/Pat M

At all stages attempts are made to differentiate teaching methods and assessments to meet individual students' needs.

## Co-curricular activities

In 2018 the school reviewed its' enrichment programs reflecting on student strengths and Gardiner's Multiple Intelligences. The school continues to offer students extension opportunities in the areas of Health and Physical Education, Science, Information Technology and the Arts. These programs involve the students taking part in extension activities in their area of choice.

Moreton Downs State School boasts a strong PE/Sport program. The school does extremely well in District events with many school representatives going on to the next level of competition. This school has won the District Athletics for several years and does well in major game competitions with students representing the school at Regional and State levels.

A Performing Arts Program is implemented, which includes an instrumental program for years 4 - 6, a recorder band from year 4, the junior choir, years 1 -3 and senior choir, years 4-6. Opportunity is offered for students to take part in performing arts activities throughout the year.

The school is leading the way in driving their own and cluster initiatives around coding and robotics, including hosting district cluster events supported by the Queensland University of Technology.

Other valued programs and events such as pre-prep transitions, transition program for Year 6 to visit the local High School, Student Leadership Program, Senior Badge Program, Excursions and school camps, Arts Council program, a Samoan cultural group, Community service involvement , Book Week, Maths Focus Days and Under 8's celebrations are on the school calendar. Student leaders are very active in running free dress days, assemblies, special events and other school lunch activities.

Moreton Downs runs a prep orientation program to assist with transition for students enrolling in Prep. This consists of visits to and from local child care centres and on site parent presentations at Moreton Downs State School. A weekly playgroup on site also supports transition efforts.

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

Student learning is enhanced by the use of ICT's across the curriculum areas. Students have access to pods of computers and iPads in classrooms and three computer labs which are utilized throughout the school day. Teachers have access to technology with every class provided either a touch screen Television or interactive whiteboards and data projector.

ICT usage is directed by the Units of Work of the Curriculum to the Classroom Program [C2C]. This includes the generation of student products of work, as sources of communication and display, as sources of information, as assessment and presentations of student learning and for generative communication.

The school is progressing its STEM agenda and in 2018 has enhanced its work in coding, robotics and digital game design, being a cluster leader.

## Social climate

### Overview

The school promotes a climate of respect and focused learning. Our growing history and traditions are integral in the day to day running of our wonderful school. Student population is increasing in their wearing of the school uniform. Improvements in meeting school community standards of behaviour have occurred via a deeply impactful Positive Behaviour for Learning (PBL) program.

Staff who teach at this school tend to stay for extended periods of time.

An active Outside School Hours Care (OSHC) before and after school care program exists and we work closely with the provider 'Helping Hands.'

The school has the services of a chaplain for 4 days per week. The chaplain plays an integral part in creating a safe and supportive school environment the school has developed a distinct role for the chaplaincy as part of a suite of support services the school provides for students.

## 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)	93%	95%	96%
• this is a good school (S2035)	96%	93%	92%
• their child likes being at this school* (S2001)	93%	95%	94%
• their child feels safe at this school* (S2002)	100%	94%	92%
• their child's learning needs are being met at this school* (S2003)	93%	92%	92%
• their child is making good progress at this school* (S2004)	96%	92%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	96%
• teachers at this school motivate their child to learn* (S2007)	93%	93%	96%
• teachers at this school treat students fairly* (S2008)	75%	87%	85%
• they can talk to their child's teachers about their concerns* (S2009)	86%	95%	93%
• this school works with them to support their child's learning* (S2010)	89%	88%	90%
• this school takes parents' opinions seriously* (S2011)	82%	86%	84%
• student behaviour is well managed at this school* (S2012)	71%	81%	80%
• this school looks for ways to improve* (S2013)	81%	92%	90%
• this school is well maintained* (S2014)	89%	95%	93%

\* 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)	95%	93%	98%
• they like being at their school* (S2036)	96%	90%	93%
• they feel safe at their school* (S2037)	96%	90%	92%
• their teachers motivate them to learn* (S2038)	97%	100%	98%
• their teachers expect them to do their best* (S2039)	96%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	97%
• teachers treat students fairly at their school* (S2041)	89%	87%	91%
• they can talk to their teachers about their concerns* (S2042)	91%	87%	93%
• their school takes students' opinions seriously* (S2043)	91%	84%	95%
• student behaviour is well managed at their school* (S2044)	84%	80%	80%
• their school looks for ways to improve* (S2045)	96%	97%	98%
• their school is well maintained* (S2046)	96%	95%	94%
• their school gives them opportunities to do interesting things* (S2047)	96%	98%	97%

\* 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)	92%	92%	88%
• they feel that their school is a safe place in which to work (S2070)	94%	96%	91%
• they receive useful feedback about their work at their school (S2071)	83%	86%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	94%
• students are encouraged to do their best at their school (S2072)	94%	98%	98%
• students are treated fairly at their school (S2073)	92%	94%	91%
• student behaviour is well managed at their school (S2074)	65%	78%	81%
• staff are well supported at their school (S2075)	73%	74%	77%
• their school takes staff opinions seriously (S2076)	81%	76%	81%
• their school looks for ways to improve (S2077)	94%	96%	98%
• their school is well maintained (S2078)	96%	98%	95%
• their school gives them opportunities to do interesting things (S2079)	88%	82%	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

Our School processes includes strong links with our school community. Parents were provided with opportunity to attend monthly P & C Meetings where reports about school operations and budget were presented by the Principal and other key staff. Invitations to attend were timely and advertised through our newsletter.

The school has a very dedicated P&C executive committee as well as a number of parents actively engaged in P and C subcommittees.

Some parents took part in a range of activities including attendance at assemblies where students shared their work and received awards, as well as parent teacher information evenings and parent teacher meetings which allowed opportunity to discuss student progress.

Parents attended sports days, sporting events and showcase activities which included classroom and special presentations by our school choirs and bands. Parents were invited to excursions and other outings students attended. Parents were also involved in developing and reviewing education and behaviour plans for the students.

Volunteers were engaged to assist student learning, assist the Chaplaincy Program and the RI program.

We communicate to parents through a digital newsletter, Facebook, email, SMS text messaging, school sign, web page and mail outs. A number of parents have also utilised the on-line portal QParents.

Guidance Officer and specialist staff also offer a range of parent evenings and special support programs such as Tune into Kids and positive parenting programs

There is on-going consultation with parents regarding the adjustments made to assist students with diverse needs to access and participate fully at school.

In 2018 the Parent and Citizens Association contributed significant funds (now finalized in 2019) to ensure the school is fully air-conditioned.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These are embedded in the delivered school health curriculum including specific lessons and content around respectful relationships. The school also accesses the Life Education Van each year to further support work in this area.

The school meets all mandatory reporting requirements when issues are identified and seeks all avenues of support through departmental and interagency avenues.

The school is part of the Peninsula Education Precinct (PEP) and is delivering initiatives around respectful relationships in the community labelled - *Respect Commit To It*.

## 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	21	23	29
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

We are conscious of our environmental footprint and actively remind staff about being energy efficient. The school maintains various programs which support environmental initiatives including clean up Australia day and gardening projects. Rules govern the operation of all electrical items including air-conditioners.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	197,790	231,996	232,116
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	49	30	<5
Full-time equivalents	45	19	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	5
Bachelor degree	35
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **\$65,264.00**.

The major professional development initiatives included over 650 attendees across the following:

Getting Kids Writing, Maths, Casey The Caterpillar – Handwriting, Soundwaves, Japanese Language, Seven Steps Writing, Beyond IQ, Cognitive Behaviour, Sheena Cameron Writing, Early Years Educator Conference, Phonemic Awareness, Reading, Maths – Describing Standards, ASOT, Maths – Computational Fluency, Anger Eruptions, Beginning Teacher's Workshop, Number Facts, Digital Technologies, QTU, Teaching Foundation Reading Skills, Cluster Moderation, Writing is Taught - Not Caught, Engaging Students and Parents in Reading, MAPA, ICP Roadshow, I Pad, Differentiation, Unlocking The Truth About Student Performance, Year Level Curriculum Planning, Induction, Understanding ASD, Trauma and Attachment, Save Your Sanity, Read It Again, Purchasing and Procurement, Instrumental Music Roadshow, Australian Curriculum Roadshow, Leading the Teaching of Reading, Learning Goals and Success Criteria, Hidden Disabilities Awareness, Inclusion, Number Facts Fluency, Resilience, Lighting The Way, Workplace Health and Safety, The Literacies of Maths, Linking Proficiencies and Content Strands, One School, Early Start to Literacy, Specific Reading Disorders, Rock and Water, Age-Appropriate Pedagogies and PBL.

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.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

## 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	91%	92%	92%
Attendance rate for Indigenous** students at this school	84%	89%	91%

\* 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

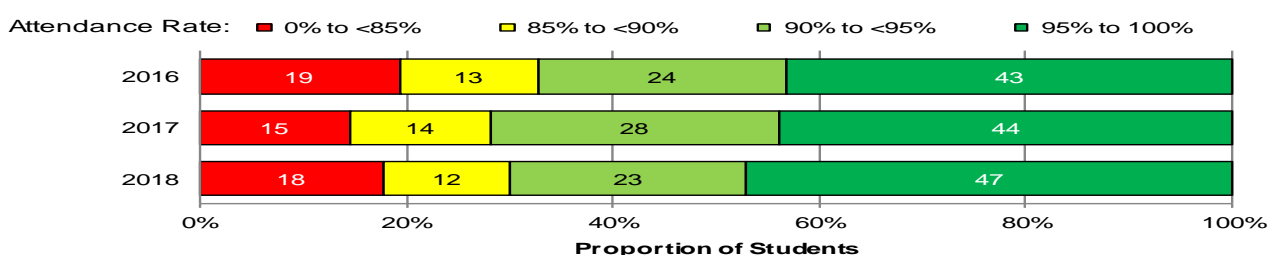
Year level	2016	2017	2018
Prep	92%	92%	92%
Year 1	90%	93%	91%
Year 2	92%	92%	92%
Year 3	91%	94%	92%
Year 4	89%	92%	94%
Year 5	91%	91%	91%
Year 6	91%	92%	90%

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.

Roll marking is done electronically twice daily [9:10am and 2:10pm] and entered directly onto one-school or in the case of relief Teachers on a paper copy roll which is then transferred to One School by administrative staff by 11:00am or 2:30pm on the same day.

Same day absence messaging occurs via an automated system linked to One School. Where a student is absent [unexplained] for 2 days or more, teachers activate a series of measures to ascertain the reason for absences, including a note to Admin staff to follow up as well.

The school has funded support staff time dedicated to a period of the day where phone calls are made to ascertain why a student is not at school and to follow up on unexplained absences. Where absences continue as unexplained or is not satisfactorily explained, correspondence about compulsory attendance at school is activated by the principal and communicated to families. A record of contact is made of these communications. Parents are advised to seek an Exemption from Compulsory attendance if a child is absent from school for more than 10 days. Failure To Attend 1,2,3,4,5,6 (FTA) forms are utilised where appropriate

The Every Day Counts message is continuously advertised to parents through all methods of communication and is linked to the school's PBL focus.

The school has developed an Attendance Improvement Plan and some key proactive positive strategies include short-term and ad-hoc events and reward programs which operate to promote attendance to a particular focus area in the school. Such will be published and communicated with the whole school and celebrated in events or assemblies.

Long-term and systematic process provide a range of positive recognition actions occur for attendance including:

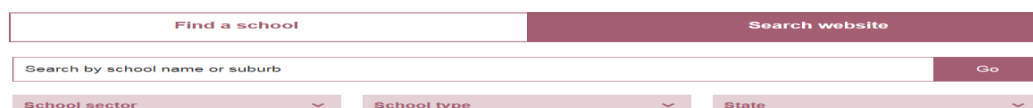
- Fortnightly cohort assembly which provides an opportunity for positive celebrations and reminders around attendance
- The school will create and maintain relevant signage and stepping stones around the school promoting high levels of attendance
- Fortnightly best attendance by class, recognised by trophy, certificate and in newsletter, This award and associated data is managed by Deputy Principal
- Fortnightly most improved attendance by class, is recognised by trophy, certificate and in newsletter. This award and associated data is managed by Deputy Principal
- Each term the class with highest attendance for the period receives a free Pizza Lunch. This reward and associated data is managed by the Deputy Principal
- Once per term all students with 93% attendance of higher go in the draw to win a tuckshop voucher. There is one voucher for each year level. This award and associated data is managed by Deputy Principal

## 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.



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 & 9.