North Arm 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

Our school's ethos 'Life-Long Learning For Heart, Mind and Earth' serves our 350 students, our 240 families and our 50 staff members very well. The North Arm State School community takes pride in its consistently high academic outcomes, broad and challenging curriculum, heritage-style building and our well developed and maintained facilities. The grounds are an amenity for students, and include permaculture gardens, paved and shaded seating areas, an outdoor amphitheatre and community garden complete with sculptures and a life sized chess board. We also take pride in our reputation as a quality school where students and their learning come first. Our 15 classrooms are vibrant and exciting places staffed by quality teachers. Teaching children what they need to know and do to live sustainably has long been an underpinning element of the school's curriculum. Our school is proud to be a member of the Stephanie Alexander Kitchen Garden Program. The Arts is also an important vehicle for student learning. Every student learns music on the Marimba, and the school has strong instrumental music and choir programs. Their love of learning is nurtured through the provision of optional after-school extension programs for Years 3-6 students in the areas of Art, Drama and Coding. Every student benefits from our school's anti-bullying program which aims specially at preventing incidents of bullying and when incidents do occur, ensuring students are able to report and have the issue resolved in a timely manner.

School progress towards its goals in 2018

SPELLING Strategy – Build leadership capacity.		
Actions	**Targets**	**Progress**
Identify and recruit a 'champion' in Spelling		Implemented
Systematic curriculum delivery Develop a scope and sequence of Spelling demands based on the Australian Curriculum and monitor classroom implementation to ensure it is delivered consistently across classrooms and years.	NASS Spelling Scope & Sequence completed	Implemented
Explicit improvement agenda Ensure that staff know what school improvement in Spelling will look like. Provide targeted professional development and coaching to deepen teachers' and aides' understandings of the teaching of Spelling through the Jolly Phonics and Spelling Mastery Programs. Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching. Develop and implement a whole school Direct Instruction approach to the teaching of Spelling. Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards. Develop a whole school approach for the identification and extension of high performing students in Spelling.	Increase the percentage of students in the Upper 2 Bands for Spelling in Year 5, from 16% (2017) to 32% (2019). Increase the NMS of students in Year 5 Spelling, from 481 (2017) to 501 (2019).	Partially Completed Partially Completd Spelling Mastery program has been extremely successful as far as student motivation and engagement goes. Awaiting 2019 data to see academic success level.

Provide targeted professional development and coaching to deepen teachers' understandings of the teaching of Reading, through the Jolly Phonics, MiniLit and MacLit Programs. Develop a shared understanding of 'data literacy' and support teachers to effectively use data to inform targeted teaching. Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards.	Increase the percentage of students in the Upper 2 Bands for Reading in Year 5, from 34% (2017) to 40% (2019). Increase the NMS of students in Year 5 Spelling, from 499 (2017) to 515 (2019).	Partially Completed Partially Completed These programs have started extremely well, with much anecdotal feedback from parents, students and teacher to indicate early success.
Support staff and community to commit to improving Spelling outcomes for all students -Newsletter, P&C/Staff Meetings, Parent Information Sessions, Facebook, Parent Workshops, etc	All staff & community	Partially Completed

SPELLING Strategy – Build teacher quality

Actions	Targets	Progress
Enhance teacher knowledge of Australian Curriculum Spelling through deepening knowledge of Achievement Standards and Curriculum Intent. Provide time for teaching staff to plan effectively for Spelling using data to inform the teaching and learning program aligned to the Australian Curriculum	100% of students can clearly articulate their Spelling Learning Goal	Partially Completed
Use peer observation, feedback, differentiated coaching and learning communities to improve teaching practices.		Partially Completed
Provide opportunities for staff to engage in moderation process across the year levels.	85% staff achieving Spelling goal as identified in DPP by end of year	Implemented
Deepen staff knowledge, understanding and pedagogical practice of the Gradual Release Model and Direct Instruction in the teaching of Spelling.		Implemented
Align DPP for staff to the Spelling strategy	All class teachers	Implemented
Introduce Direct Instruction approach as a trial	3 year levels & I4S Students	Implemented
Professional Development for DI Spelling teachers	All DI teachers (1/2 day each)	Implemented

SPELLING Strategy – Successful Learners

Actions	Targets	Progress
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.	I4S funding support	Partially Completed

SPELLING Strategy – School Performance

Actions	Targets	Progress
Collect Pre & Post Spelling Data using PAT Spelling and analyse for trends and targets	90% students (Yrs 1-6) will improve by 5 percentiles	Partially Completed
Expert teaching team Support staff to develop data skills that identify gaps and strengths in Spelling and monitor improvement over time.	All teachers	Implemented

Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings	All teachers	Partially Completed

SPELLING Strategy – Local Decision Making		
Actions	**Targets**	**Progress**
Promote awareness and understanding of the Spelling strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades	100% of parents aware of Spelling as the EIA	Implemented
Provide opportunity for parents to engage with Spelling pedagogy through identified whole school events.	25% of parents attend parent workshops	Partially Completed

BEHAVIOUR Strategy – Build leadership capacity.		
Actions	**Targets**	**Progress**
Explicit Improvement Agenda Ensure Principal and school leadership team involvement in PBL	P & DP on team	Implemented
Lead the joint (staff & community) review of the school's Responsible Behaviour Plan (RBP) to ensure that a focus on student wellbeing and behaviour is embedded (endorsed through LCC and P&C)	RBP review completed	Not completed due to template not being finalized by Regional Office
Regularly and consistently communicate the importance of PBL implementation	Weekly communications	Partially Completed
Principals and school leaders regularly analyse data in order to evaluate the implementation of the positive whole-school approach and inform revision	Monthly	Partially Completed
Targeted use of school resources • Allocate wellbeing and behaviour resources on a needs basis • Emphasise whole school behaviour support to reduce the need for targeted and intensive support	0.05FTE for PBL support; $550 for Regional resources; $1000 for resources	Implemented
A culture that promotes learning • Ensure that the RBP for students outlines processes for facilitating high standards of positive behaviour • Ensure that the school has embedded positive expectations for student behaviour in all contexts • Ensure that the school publicly recognises and celebrates the demonstration of positive behaviours	100% achieved 100% achieved 100% achieved	Partially Completed

BEHAVIOUR Strategy – Build teacher quality		
Actions	**Targets**	**Progress**
Differentiated teaching and learning • Provide and monitor the provision of universal, targeted, and intensive supports	All support levels in place	Partially Completed

• Establish a designated team responsible for the implementation of targeted and intensive support for students identified at risk • Establish processes to accurately identify students requiring individualised support • Access the guided online Functional Behaviour Assessment tool on the Autism Hub when necessary	Sub-team within PBL team All students identified in a timely manner PBL team familiar with the tool	
Systematic curriculum delivery Collaboratively develop a schoolwide matrix of expected behaviours and have it endorsed	100% completed	Implemented
Effective pedagogical practices • Develop shared staff understandings and consistent applications of evidence-informed practices for classroom management • Develop focus lessons to teach expected behaviours, based on identified need	100% consistency across the school NASS PBL Curriculum developed	Partially Completed
Expert teaching team • Ensure that the whole-school professional development plan reflects an explicit focus on proactive management of classroom behaviour • Establish systems to identify staff learning needs and build their capability to support Positive Behaviour for Learning (PBL) • Incorporate Classroom Profiling into the school culture and expectations	PD Plan Classroom walkthroughs & DPP and Profiling processes (100% teachers determine a PBL goal)	Partially Completed

BEHAVIOUR Strategy – Successful Learners		
Actions	**Targets**	**Progress**
Systematic curriculum delivery • Provide students with opportunities to learn about and practise expected behaviours embedded within and across the curriculum (explicit teaching of appropriate student behaviours) • Monitor the implementation of focus lessons to teach expected behaviours, based on identified need, in every class • Teachers and all staff use consistent behaviour management strategies as outlined in the RBP	100% of students on a daily basis. Explicit PBL lesson taught (40 mins) in every class, every week 100% staff	Partially Completed
Analysis and discussion of data Focus on behavior data and consider: • what, where, when and why students engage in particular behaviours • the staff members involved • the accuracy and consistency of implementation of the positive whole-school approach.	Monthly data analysis	Implemented

BEHAVIOUR Strategy – School Performance		
Actions	**Targets**	**Progress**

Analysis and discussion of data		
• Establish protocols for incident management, data entry into One School and student referrals for minor, major and positive behaviours enacted consistently	Clear protocols established & understood by all	Implemented
• Collect data using One School: student achievement, student attendance, student behaviour (both positive behavior and inappropriate behaviour)	Baseline data to be collected using 2017 data	
• Create opportunities for staff to analyse and use student wellbeing and behaviour data to inform planning and the implementation of support strategies, through the PBL team. • Communicate the findings of the analysis to staff, students and parents to ensure a common understanding of PBL in the school and allow everyone in the school community to focus on developing a safe and supportive learning environment	Staff meetings following PBL meetings Communicaton channels – newsletter, P&C meetings, staff meetings, emails, website, facebook	Partially Completed

BEHAVIOUR Strategy – Local Decision Making		
Actions	**Targets**	**Progress**
School-Community Partnerships Establish a PBL team representative of all stakeholders and appoint a team leader and coach	Representative team of 10-15 people	Implemented
Build partnerships with families and include them in behaviour support planning processes	All families have the opportunity for input	Implemented
Promote awareness and understanding of the PBL strategy to all stakeholders and keep families informed of student progress through communication channels – newsletter, website, emails, Facebook	100% of stakeholders are informed	Implemented

BEHAVIOUR Strategy – Regional Support		
Actions	**Targets**	**Progress**
Seek support of Regional PBL Coordinator for PBL training, leadership and ongoing support	Successful inclusion as PBL school	Implemented

Future outlook

- Building teacher capacity in the area of teaching Spelling
- Continuing to analyze student data to improve student outcomes.
- Improving student attendance to 95%
- Catering for student needs (academic, social and emotional).
- Focusing on improving the results of our students in the Upper 2 Bands.
- Implementing a strategy to improve NAPLAN results, particularly in Yr 5.
- Implementing the national curriculum.
- Embedding the balanced Reading program.
- Introducing a balanced Writing/Spelling program.
- Developing opportunities for the Curriculum Coach to work alongside classroom teachers to improve pedagogy in Writing and Spelling.

- Establishing Professional Learning Teams.
- Promoting the whole school improvement agenda of: Spelling and Writing
- Implementing previous audit and survey results and recommendations.
- Working with our colleagues at local primary and high schools to ensure consistency of program delivery across schools and sectors.
- Continuing to provide opportunities for parents to become part of the life of the school.
- Improving student, staff and parent satisfaction and wellbeing at the school, through a series of professional learning activities and wellbeing strategies.
- Introducing and embedding a schoolwide 'Positive Behaviour for Learning' Approach.

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	376	403	351
Girls	174	194	160
Boys	202	209	191
Indigenous	16	18	14
Enrolment continuity (Feb. – Nov.)	94%	93%	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.

Characteristics of the student body

Overview

North Arm's enrolment generally remained stable at around 350 students across Prep to Year 6 in 2018. These students are drawn from the North Arm, Yandina, Eumundi, Coolum Beach, Peregian Springs and Maroochy River areas. Gender percentages in the school are relatively consistent and extensive class selection processes ensure an even spread of talents and abilities in all classes, although some year levels do tend to be either gender heavy. Twelve students identified themselves as Indigenous. The student population is relatively stable. Our Students With Disabilities Teacher supported approximately 20 students with a disability in 2018, all of which were integrated into mainstream classrooms.. Many other students and families were supported by the Student Wellbeing Officer and Guidance Officer. Most students graduating from Year 6 enrolled at Nambour State High School.

Average class sizes

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	23
Year 4 – Year 6	26	28	25
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

Our Approach to Curriculum Delivery
- Gradual Release of Responsibility Instructional Model
- Australian National Curriculum
- Visible Learning for Literacy: High Impact Strategies
- Differentiation: Investing for schools; Class differentiation for Upper 2 bands, Middle 2 bands and Lower 2 bands;

Assessment:
- All teachers use assessment that is designed to meet three broad purposes: '*Assessment for learning'* and *'Assessment as learning'* which is obtained through diagnostic and formative assessment and '*Assessment of learning'* which is obtained through summative assessments
- All teachers follow the NASS assessment and reporting framework to know when set diagnostic and summative assessment tasks are due
- There is a shared understanding of assessment expectations. Moderation occurs 8 times a year, which provides a basis for ongoing discussions to ensure that teachers' judgements about standards within an area of learning are comparable.
- All teachers add to a student's assessment portfolio as they move from class to class.
- Teachers use "Dashboard" to collect and analyse data to inform teaching and learning

Co-curricular activities

- GENAS ART classes. Students submit a portfolio of Art work and an Expression of Interest to explain why they would like to be included in the class. The Art classes occur twice a week. One class for years 5 and 6 and one class for years 3 and 4. 25 students maximum. The teacher guides the students through different techniques, encouraging experimentation and creativity.
- GENAS DRAMA classes. Two classes – years 3& 4 and years 5&6. 25 students maximum. The teacher will improve each child's performance and communication skills, raise their self-confidence and increase their level of physical activity as they are exposed to different drama techniques.
- CODING CLASSES. Positions offered on a first-in basis. Two classes – years 3 &4 and years 5&6. 28 students maximum. The teachers expose students to different coding programs where each child creates their own program and learns how coding/ technology is shaping their world.
- Instrumental Music Program – years 4-6. School instruments are provided to students for the first twelve months, after this time students continuing in the program are expected to provide their own instruments. Students participate in an Instrumental Concert Band as they learn how to read notated music, understand harmony and create beautiful music.
- Stephanie Alexander Kitchen Garden Program (Years 3-6)

How information and communication technologies are used to assist learning

At North Arm State School, students develop and apply ICT knowledge, skills to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs throughout all KLA's. Students use ICT to:
- access information
- communicate information and ideas
- conduct research

- create multimedia information products
- analyse data
- design solutions to problems
- and support computation while working independently and in collaboration with others.

At North Arm, ICT is used to support teaching in all areas of the curriculum. Computers as well as providing another medium for students to research, create, edit and present information also provides students with practice in skills and concepts at an appropriate level which increases the student's motivation to learn and hence outcomes. Students at North Arm, develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities. Students in Years 5 & 6 participate in our Bring Your Own Device program to ensure learning potential is achieved in these year levels.

Social climate

Overview

The North Arm State School motto of 'Lifelong Learning for Heart, Mind and Earth' is strongly embedded in the culture of the school. The school community works together to provide an environment that is challenging and stimulating, while nurturing the joy of learning. The social and emotional well-being of staff and students is an important aspect of the school. North Arm State School has implemented a variety of proactive strategies during 2018 to ensure the social climate is supportive for all stakeholders.

The school has a variety of staff whose role is to support staff, students and families. These include the Student Wellbeing Officer and Guidance Officer. An example of the programs offered during 2018 included:

1) Social Skills programs: various children
2) Self-Esteem programs: various children
3) Protective Behaviours Programs: all classes
4) Individual social/emotional support sessions: on application
5) Family Planning Queensland's Sexuality Education Program: Years 5 & 6 students
6) Program Achieve 'You Can Do It' (Prep – Year 6): Organisation, Confidence, Persistence, Resilience, Getting Along
7) Our Responsible Behaviour Plan for Students encourages the use of a non-coercive approach that builds relationships, encourages self-evaluation and focuses on quality and this helps to develop a positive social climate.
8) Our North Arm State School AntiBullying Policy outlines a range of strategies for dealing with Bullying, including: Bullying Surveys (Yrs 4-6) every term, the bullybuster@northarmss.eq.edu.au email address for reporting bullying concerns and restorative practices when things go wrong between children.

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)	97%	95%	99%
• this is a good school (S2035)	94%	97%	97%
• their child likes being at this school* (S2001)	90%	93%	99%
• their child feels safe at this school* (S2002)	92%	100%	99%
• their child's learning needs are being met at this school* (S2003)	92%	88%	97%
• their child is making good progress at this school* (S2004)	94%	90%	97%
• teachers at this school expect their child to do his or her best* (S2005)	99%	99%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	97%
• teachers at this school motivate their child to learn* (S2007)	92%	91%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	89%	92%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	99%
• this school works with them to support their child's learning* (S2010)	97%	96%	99%
• this school takes parents' opinions seriously* (S2011)	91%	92%	91%
• student behaviour is well managed at this school* (S2012)	87%	81%	87%
• this school looks for ways to improve* (S2013)	92%	94%	96%
• this school is well maintained* (S2014)	100%	96%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	93%	98%
• they like being at their school* (S2036)	88%	93%	96%
• they feel safe at their school* (S2037)	95%	96%	96%
• their teachers motivate them to learn* (S2038)	94%	98%	100%
• their teachers expect them to do their best* (S2039)	97%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	96%
• teachers treat students fairly at their school* (S2041)	86%	93%	89%
• they can talk to their teachers about their concerns* (S2042)	87%	91%	92%
• their school takes students' opinions seriously* (S2043)	83%	87%	91%
• student behaviour is well managed at their school* (S2044)	80%	83%	88%
• their school looks for ways to improve* (S2045)	92%	93%	98%
• their school is well maintained* (S2046)	87%	92%	98%
• their school gives them opportunities to do interesting things* (S2047)	88%	92%	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)	94%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	96%
• they receive useful feedback about their work at their school (S2071)	77%	79%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	100%
• students are encouraged to do their best at their school (S2072)	97%	97%	100%
• students are treated fairly at their school (S2073)	97%	92%	100%
• student behaviour is well managed at their school (S2074)	84%	79%	82%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	74%	74%	86%
• their school takes staff opinions seriously (S2076)	63%	76%	70%
• their school looks for ways to improve (S2077)	93%	97%	100%
• their school is well maintained (S2078)	100%	92%	89%
• their school gives them opportunities to do interesting things (S2079)	83%	87%	82%

* 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

Parent involvement is highly valued and encouraged at North Arm State School. This belief is central to maintaining a strong sense of community in our school setting. Traditionally families are involved in a very hands-on fashion in the lower school, which is greatly appreciated by children and teachers. Some activities that involve parents in their children's education are as follows:

· General classroom help including changing Home Readers and facilitating small group instruction
· Parent and community presentations and learning celebrations
· Support-A-Reader volunteers
· Parents and Citizens Association monthly meetings
· Parents and Citizens fundraising activities
· Parent and Teacher Information Sessions at the beginning of the school year
· Reporting processes including interviews
· Tuckshop Volunteers
· Stephanie Alexander Kitchen Garden Program – gardening and kitchen volunteers
· Excursion and Camp Volunteers

Respectful relationships education programs

The school has implemented programs that focus on personal safety and awareness, including preventing, identifying and responding to domestic and family violence and abuse, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Our actions taken to implement a whole school approach to respectful relationships education use:

- the curriculum
- school practices (including the use of pastoral care programs and/or specialised programs such as the Student Welfare Officer and Year 5/6 Sexuality Education Programs)
- the school community

to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include our 'You Can Do It – Program Achieve' program, which focus on the Social/Emotional development of our students and aims to develop the following 5 'Keys to Success': Persistence, Resilience, Organization, Confidence and Getting Along With Others. The school also has its "NASS Anti-Bullying Program' which teaches students how to report bullying when it occurs. From an early age, all students are taught the "High Fives' which provide students with 5 strategies to resolve conflict without violence. Our school Behaviour Expectations Matrix also details our expectations for students regarding our 4 school rules: Be Safe, Be Respectful and Be a Learner and makes explicit, what these things look like in all settings.

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	8	20	8
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 continue to manage our water usage by repairing any leaking taps as quickly as possible; establishing soaker systems with timers through the school gardens and have regular "Waterwise" discussions with grounds staff and cleaners.

We manage our power usage by keeping all lighting eco friendly and on a timer. All school lighting is automatically swtiched off at approx 7pm each evening Mon – Friday. Staff are reminded to turn off computers, lights, fans and airconditioning when rooms are not in use. Plantings of shade shrubs are encouraged against western walls to shade and passively cool buildings.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	73,024	57,553	73,296
Water (kL)	1,291	36,134	2,223

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.

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	29	23	0
Full-time equivalents	23	12	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	0
Masters	6
Graduate Diploma etc.*	0
Bachelor degree	23
Diploma	0
Certificate	0

*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 $19 873.81

The major professional development initiatives are as follows:

- Jolly Phonics (20 hours) for all Years Prep to 2 teachers

- 'Getting Them All Engaged' by Anita Archer (5 hours) for all teachers and administrators

- 'Early Start' PD for all Prep to Year 2 teachers

- Positive Behaviour for Learning PD for all teachers and teacher aides and administrators
- Australian Curriculum PD for all teachers through facilitated Planning and Moderation days and Professional Learning Teams.

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	93%	94%	92%
Attendance rate for Indigenous** students at this school	90%	94%	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.

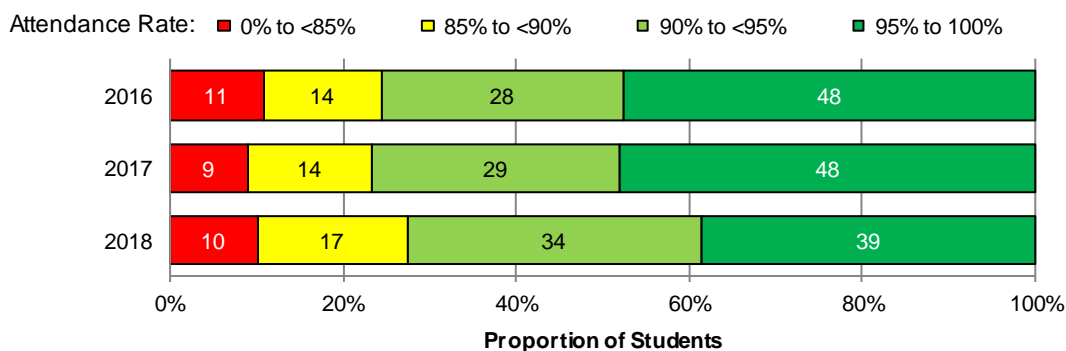Table 12: Average student attendance rates for each year level at this school

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

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

Notes:

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

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	11	14	28	48
2017	9	14	29	48
2018	10	17	34	39

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked by teachers at 9.00am and 1.45pm each day.
Strategies used to increase attendance include:
Unexplained absences result in an SMS to parents within an hour of the roll being marked.
Non-attendance is followed up with phonecalls, emails and letters, for explanations.
Chronic poor attendance is followed up with emails, letters and parent meetings where necessary.
Positive incentives are established to encourage attendance, including certificates on parade for attendance > 98%.

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.