



Eagle Junction State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

The school enjoys high levels of support from its community and has an excellent reputation for its achievements across a wide range of curricular and extra-curricular activities. In particular our parent body and its Parents and Citizens Association are heavily involved in school activities. The popularity has led to the school being subject to an enrolment management process whereby most of our enrolments are restricted to those families which live in the immediate area.

Satisfaction and opinion surveys from students, parents and staff indicate high levels of satisfaction with the school and an excellent level of staff morale. Our curriculum offerings are largely governed through the Department of Education and the Queensland Curriculum & Assessment Authority. At the school level, programs are also in place to cater for gifted students, students with learning intervention needs, students with special needs and Japanese as our Language Other than English.

Eagle Junction is situated about 5 kilometres from the city with public transport readily available. The school site is small by new school standards but has a building plan which features a mix of old and new style buildings.

Principal's Foreword

Introduction

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This report relates to our educational journey as a school community during 2017. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2017.

We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this report to you.

Throughout 2017 our school continued to provide a healthy, supportive and safe environment in which to learn and teach – a quality school with high expectations for all who work and learn here, with our teaching and learning emphasis

on improving student learning outcomes and student wellbeing. As has been the practice at Eagle Junction State School for many years, the positive working relationship that exists between staff, students and parents was crucial to the achievements and successes of 2017.

This document can be accessed on the school website (www.eaglejunctionss.eq.edu.au) or a hard copy is available from the office. After reading this report, if you have any enquiries, please contact me on 07 36371111 or email the.principal@eaglejunctionss.eq.edu.au.

Adam Mathewson

Principal

School Progress towards its goals in 2017

Commence

- **Ensure consistent school wide teaching practices of the Teaching of Mathematics.**
 - A revised mathematics program was implemented.
 - Teachers continued to use the NCR Pre and Post testing to monitor the development of Number.
 - Balanced mathematics blocks established across P-6.
 - Year level specific problem solving skills developed using Polya's Think Boards. (refer to mathematics program)
 - High impact teaching strategies continued to be employed along with timely, ongoing, specific feedback to maximise student learning outcomes.
- **Ensure consistent school wide teaching practices of the Teaching of English & Literacy.**
 - A balanced Literacy Block was established in all classrooms with an emphasis on the explicit teaching of reading, writing, spelling and grammar & punctuation.
 - Whole School Reading, Writing, Spelling, Phonics and Grammar & Punctuation Programs revised to incorporate latest research and evidence.
 - A renewed focus on the explicit and consistent teaching of vocabulary.
 - High impact teaching strategies continued to be employed along with timely, ongoing, specific feedback to maximise student learning outcomes.
 - Professional development offered with a focus on the teaching of writing.

Consolidate

- **Capacity Building and Collaborative Effort will be developed to maximise student learning outcomes.**
 - Year Level Co-ordinator roles established to help build capacity and consistency across the year level.
 - Master Teacher coached staff with a focus on Mathematics and English.
 - All staff engaged in Learning Walks and Year Level Meetings to build capacity and ensure consistency.
- **Enact processes and practices to embed differentiation / personalised learning for all students.**
 - Teachers continued the implementation of practical strategies to cater for the diverse learning needs of students.
 - Master Teacher, Intensive teachers, STLaN, GEMs, EAL/D teachers, SEP teachers, G.O utilised to support teaching and learning for all students.
 - Professional development offered to assist teachers with how best to differentiate for the learners in their classroom.

Continue

- **Embed and become more proficient with the Eagle Junction Pedagogical Framework (Teaching and Learning the EJ Way)**
 - Teachers deepened their understanding of the intended curriculum through ongoing planning process with front-ended assessment.
 - All classrooms started to utilise Performance Walls that demonstrate Learning Intentions, Success Criteria and exemplars.
 - Teachers continued to build skills in the analysis and use of data to improve student outcomes.
 - Teachers engaged in school and cluster moderation to ensure consistency of judgements.
 - Timely and effective feedback provided to students to close the gap between where they are and their intended goal.

Future Outlook

In 2018 Eagle Junction will focus on:

Commence:

- **Engage with the Visible Learning research to implement the practices that work best to accelerate student learning in literacy and numeracy.**
 - Explore the Visible Learning research through participation in a Foundation Day workshop. Staff will gain an understanding of what does and doesn't make a significant difference to student achievement. The focus will be on the following concepts:
 - Visible Learners
 - Know thy impact
 - Inspired and passionate teachers
 - Feedback
 - Mindframes
 - Building & Developing Visible Learners – Developing assessment capable visible learners. All teaching staff will participate in a Visible Learning Inside Series workshop. The focus will be on developing the skills for students to answer the following questions:
 - Where Am I Going?
 - How Am I Going?
 - Where Am I Going?These questions form the foundation for developing assessment capable visible learners.
 - Feedback that Makes Learning Visible – All teaching staff will participate in a Visible Learning Inside Series workshop. The focus will be on developing effective types of feedback and ways to provide effective feedback to students.
 - Revise Pedagogical Framework – Teaching & Learning the EJ Way to align with Visible Learning.
- **STEM: Science, Technology, Engineering & Mathematics**
 - Students in Year 3 & 4 will participate in a 10 week Coding program aligned to the Digital Technologies Australian Curriculum.
 - Students in Year 5 & 6 will participate in a 10 week Robotics program aligned to the Digital Technologies Australian Curriculum.
 - Year 3-6 teachers will engage in facilitated lessons to build teacher capacity with digital technologies.
 - Unpack the Australian Curriculum: Technologies - Digital Technologies

Consolidating

- **Sharpen the focus on differentiation to cater for the diverse learning needs of all students.**
 - Put 'Faces on the Data' – Differentiation groupings, year level identification process, Data Walks, Data Wall focussed conversations and data profiles.
 - Analyse and use data to inform teaching and learning.
 - Professional development – How to Differentiate
 - Continue implementation of practical strategies to cater for the diverse learning needs of students.
 - Utilise the Master Teacher, Intensive teachers, STLaN, GEMs, EAL/D teachers, SEP teachers, G.O and Learning Enhancement Team to support teaching and learning.
- **Ensure consistent school wide teaching practices of the Teaching of Mathematics and English.**
 - Complete mandated assessment as per the EJSS Internal Monitoring & Assessment Schedule.
 - All staff to utilise a balanced Literacy Block with an emphasis on the explicit teaching of reading, writing, spelling and grammar & punctuation.
 - Consistent implementation of Whole School Reading, Writing, Vocabulary, Phonics and Grammar & Punctuation Programs

- Revise the Whole School spelling program.
- All students to engage in meaningful writing tasks daily.
- Consistent implementation of Whole School Mathematics program.
- Utilise a balanced numeracy block with a focus on Number.
- Timely, ongoing, specific feedback.

Continue

- **An unrelenting focus on employing excellent pedagogical practice (EJ Pedagogical Framework, High Impact Teaching) to ensure that every student gains at least a year's achievement growth for a year's input.**
 - **Intended Curriculum**
 - Actively participate in planning process – ensure a deep understanding of intended curriculum and assessment
 - Establish explicit learning goals and success criteria
 - **Assessment and monitoring practices**
 - Utilise Bump it Up Walls – students monitor progress
 - Engage in focused conversations and moderation
 - **Teaching and learning priorities**
 - Implement High Impact Teaching
 - Utilise contemporary technologies to assist teaching and learning
 - **Making judgments and using standards**
 - Actively engage in moderation – school-based and cluster
 - **Quality feedback practices**
 - Timely and effective feedback for students

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 812 | 397 | 415 | 5 | 95% |
| 2016 | 850 | 407 | 443 | 12 | 97% |
| 2017 | 829 | 414 | 415 | 12 | 96% |

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Students at Eagle Junction State School come from a range of socio-economic and cultural backgrounds with the majority of our students living in Clayfield from highly educated and professional families. Forty-seven different nationalities are represented in the school. We have more than 227 students with English as an Additional Language or Dialect. When designing curriculum programs, teachers consider the values and beliefs of the students' backgrounds and their individual learning needs as well as the curriculum intent. In 2017, with the use of Investing for Success funding, we employed an additional EALD teacher and teacher aides to focus on building the language skills of EAL/D students in the Early Years.



Education is highly valued in our community and school attendance is very good with an average daily attendance rate of 96%.

Parents are supportive of and value education with many volunteers working in and for our school in different capacities. The P&C Association is very active and highly supportive of the students in the school and we are very proud of the sense of community and acceptance that welcomes all students and families to the school and enables each student to achieve their goals.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 24 | 24 | 24 |
| Year 4 – Year 6 | 26 | 27 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- Differentiated programs for students have been developed for student extension, acceleration, challenge and support.
- Special Education teachers support students verified by the Department of Education with having significant education support needs as a result of Speech Language Impairment, Autism Spectrum Disorders, Intellectual Disability, and others disabilities as required.
- Curriculum support is provided by Advisory Visiting Teachers for students with Hearing Impairment and Physical Impairment.
- A Head of Curriculum and Year Level Leaders ensure high quality curriculum delivery across P-6.
- Two Learning Support Teachers provide support to students and their teachers to differentiate teaching and learning programs to address student's specific learning needs.
- Guidance Officer (2.5 days per week) provides support with assessment, advice around learning and teaching and counseling.
- The Young Scholars, Bright Minds & Brilliant Futures Program are conducted with the QASMT and QAACI.
- High Achievers Program conducted with Kelvin Grove State College.
- The Queensland Academies Partnerships online learning.

- Solid Pathways for High Performing Indigenous students.
- INFUSE Program conducted with Kedron State High School.
- The Mini Writers, Scientists, Coders and Thinkers Festivals involved students from Years 4, while the Writers Festival gave many students opportunities to work with reputable authors.
- Physical Education – Two PE teachers deliver Physical Education programs to all students from Prep to Year 6.
- The school swimming pool facilitates the teaching of swimming for all students in Term 1 and 4.
- Music - 2 Music teachers deliver the Classroom Music program from Prep – Year 6 and 3 Instrumental Music Teachers deliver brass, woodwind and percussion and strings lessons for students from Year 3 to Year 6.
- Japanese is the language offered to students in Years 3, 4, 5 and 6.
- Year 3-4 students participate in a coding program.
- Year 5-6 students participate in a robotics program.
- Library – We have one Teacher Librarian and a Library Teacher-aide. The library staff support teachers and students with planning, classwork, research and borrowing while also conducting Readers Clubs for the P-3 (Eagle Cadets) and Years 4 -6 (Eagle Boys and Eagle Divas). Leadership opportunities were offered via the Library Monitors program.
- Additional learning opportunities were offered to students from Prep to Year 6, by participation in curriculum related excursions to enhance learning in Humanities and Social Sciences, Science and Art.
- Student Leadership Programs for Year 4-6 students. The leadership program aims to build leadership density via the following leadership positions: School Captains, Sports House Captains, Music Captains, Library Captains (Year 6 students) and Student Council Representatives (Year 4-6 students). There were also Semester elections for Year 6 Senior Leaders and Student Council Representatives (Year 4-6).

Co-curricular Activities

- Participation in Mathematics Competitions, ICAS Testing (Digital Technologies, English, Maths, Science, Spelling & Writing), ACER Academy Certificate Testing (Mathematics & Reading Comprehension), Optiminds and the Queensland Debating Union.
- Participation in Cluster extension programs such as INFUSE, Mini Festivals and High Achievers.
- An interschool sporting program which included soccer, netball, rugby league, cricket, hockey, softball, touch, swimming, and track and field and cross-country was offered to students in Years 5 - 6.
- Many of our students were afforded the opportunity to represent the District, Region and State in sporting activities.
- The school also hosted its own Swim Club with increasing membership. Swim coaches worked from the heated school pool all year round with Squad and Learn to swim classes.
- The Instrumental Music program of woodwind, brass and percussion for students from Years 4-6. The strings program was extended to students from Years 3-6.
- Choir membership was offered before school to Year 2-3 and Years 4-6 while the Prep and Year 1 Choirs were conducted as part of the classroom music program.
- Music Camps were also offered at various times throughout the year as well as Master classes with Kedron SHS and with Julie Christiansen, the Artistic Director of Birralee Voices.
- High School Transition Programs operate in collaboration with Kedron SHS, Wavell SHS, Kelvin Grove State College and Aviation High.
- Religious Instruction is provided to students in Years 1 - 6 by local volunteers.
- The Chaplaincy program operated in 2017 three days a week.
- Camping programs are offered to Years 4-6 focusing on team building and leadership development.

- Chess Club operated before school one day a week.
- Drama lessons, tennis coaching and Martial Arts instruction were conducted out of school hours.
- Our students participated in a variety of community events, including ANZAC Day, Endangered Species and Bilby Day, National Sorry Day and Harmony Day and raising money for Vellore Hospital in India.

How Information and Communication Technologies are used to Assist Learning

Curriculum programs at Eagle Junction State School place an emphasis on the integration of ICTs to enhance learning and engagement. The school's ICTs environment continues to evolve. A new and upgraded infrastructure and the upgrading of the school broadband assisted with the improvement to the speed and efficiency of ICTs. Our school P&C Association contributes financially to ICTs. This allowed us to purchase additional resources. Classrooms benefited from the addition 17 new interactive projectors and whiteboards, iPads, laptops, networked printers, apps and software to our growing range of ICT resources and offerings. The ICT Committee developed an Action Plan and strategies for the coming years. The Committee and school ICTs are maintained and supported by a Technician who works in the school two days per week. In total the school spent on ICT (excluding Technician wages) in 2017 was \$71 454.23. In 2018 our focus will be on upgrading our school network and connectivity in all learning spaces.

Eagle Junction State School operates a BYOD program in the Prep – Year 4 classrooms. Additional school devices are available so that all students can engage with the BYOD. This program enables our students to benefit from the enhanced pedagogies these devices make available for the teachers and students.

Laptop computers, the embedding of ICTs in all levels of planning, implementation and assessment has increased. The C2C resources developed to support the Australian Curriculum also encourage the use of ICTs.

The Learning Place and Virtual Classrooms, Matific, Reading Eggs and other resources have become an integral part of our classrooms. Teachers also access a broad range of professional development opportunities.

Social Climate

Overview

Eagle Junction State School places a high priority on staff and student wellbeing. There are processes in place to address any extraordinary circumstances for our families via the Parent Network, such as providing cooked meals in times of family distress or illness, support with getting students to and from school and financial support to ensure all students can benefit from the opportunities offered to our students.

Teachers strive to establish a safe and supportive learning environment by building positive relationships with their students and by involving parents as partners in the learning experience.

Our social skills program You Can Do It, continued to be the vehicle for learning the skill sets needed for building the foundation keys of Resilience, Getting Along, Confidence, Persistence and Organisation.

Students were involved in a range of activities that promote leadership, concern and care for others and citizenship. Our Pastoral Care Program included our Buddy System between younger and older students e.g. Prep and Year 6. Year 5 and Year 4 students were trained as 'reading friends' for our Year 2 and 3 students.

There were also opportunities for students to participate in the School Leadership Program as Year 6 Senior Leaders, School Captains, House Captains, Library Captains and Music Captains and as Library Monitors and Student Council Representatives. The Student Council represented students from Prep to Year 6, with representatives chosen from the Year 4- 6 classes. It was responsible for a number of school activities and fundraising including conducting a talent quest to raise money for the Vellore Hospital in India and conducting a fund-raiser for the Save the Bilby Fund.

Students reported a high level of satisfaction (100%) that they feel safe at school. Parents reported a high level of satisfaction (99%) that this is a good school.

The school provided a safe, tolerant and disciplined learning environment based on the School Wide Positive Behaviour Plan, the visibility of School Values and the elements of the You Can Do It program and our Anti – Bullying Strategy encapsulated in the ‘High Five’ and our 4W Action Plans.

The leadership team and P&C supported the School Chaplaincy service throughout 2017. The School Chaplaincy service operates three days per week due to P&C support of the service.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 94% | 98% | 99% |
| this is a good school (S2035) | 95% | 99% | 99% |
| their child likes being at this school* (S2001) | 97% | 95% | 98% |
| their child feels safe at this school* (S2002) | 100% | 99% | 97% |
| their child's learning needs are being met at this school* (S2003) | 90% | 96% | 97% |
| their child is making good progress at this school* (S2004) | 92% | 97% | 97% |
| teachers at this school expect their child to do his or her best* (S2005) | 98% | 98% | 99% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 96% | 95% |
| teachers at this school motivate their child to learn* (S2007) | 92% | 95% | 96% |
| teachers at this school treat students fairly* (S2008) | 91% | 96% | 95% |
| they can talk to their child's teachers about their concerns* (S2009) | 96% | 100% | 99% |
| this school works with them to support their child's learning* (S2010) | 90% | 97% | 99% |
| this school takes parents' opinions seriously* (S2011) | 83% | 97% | 95% |
| student behaviour is well managed at this school* (S2012) | 91% | 96% | 96% |
| this school looks for ways to improve* (S2013) | 93% | 95% | 99% |
| this school is well maintained* (S2014) | 96% | 97% | 99% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 98% | 100% | 100% |
| they like being at their school* (S2036) | 97% | 99% | 99% |
| they feel safe at their school* (S2037) | 98% | 100% | 100% |
| their teachers motivate them to learn* (S2038) | 98% | 99% | 99% |
| their teachers expect them to do their best* (S2039) | 98% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 99% | 97% |
| teachers treat students fairly at their school* (S2041) | 88% | 96% | 96% |
| they can talk to their teachers about their concerns* (S2042) | 90% | 98% | 97% |
| their school takes students' opinions seriously* (S2043) | 93% | 97% | 97% |
| student behaviour is well managed at their school* (S2044) | 93% | 97% | 96% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| their school looks for ways to improve* (S2045) | 98% | 100% | 99% |
| their school is well maintained* (S2046) | 97% | 98% | 99% |
| their school gives them opportunities to do interesting things* (S2047) | 98% | 99% | 98% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 97% | 95% | 98% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 98% | 98% |
| they receive useful feedback about their work at their school (S2071) | 92% | 88% | 94% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 80% | 79% | 89% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 98% | 95% | 97% |
| student behaviour is well managed at their school (S2074) | 100% | 95% | 95% |
| staff are well supported at their school (S2075) | 92% | 90% | 89% |
| their school takes staff opinions seriously (S2076) | 85% | 91% | 90% |
| their school looks for ways to improve (S2077) | 98% | 98% | 97% |
| their school is well maintained (S2078) | 98% | 96% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 97% | 93% | 87% |

* 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

A very high level of parental involvement is one of the hallmarks of Eagle Junction State School. The very active Parents and Citizens Association coordinates a Parent Network. This is an organisation of parents that contributes to the wellbeing of students and families at the school. The organisation promotes a strong social network by utilising parent representatives for each class who then organise out of school activities for parents and students. They also collect the information for, and publish a parent directory. The parent directory lists the names and contacts of many of the parents and students in each year level and is available through the school community. The Parent Network also raises funds to provide support to our students and families when it is required, to enable full participation in the full range of educational experiences.

Parents are very involved in a range of classroom activities including supporting class programs, sharing expertise, attending excursions and sporting activities. Their support and contributions are welcomed at our school. Parents are also very actively involved in the participation and management of students who participate in choirs, instrumental music, public speaking, debating, chess, and extension programs conducted off site. The Music Support Group has become integral to the support and successes of our Music Program in 2017.

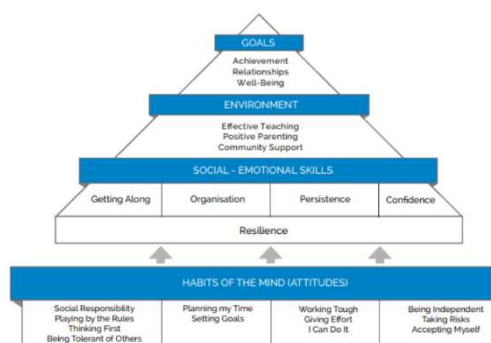
In 2017 the school conducted a number of training programs for parents to assist them with understanding the pedagogy associated with literacy and numeracy teaching and learning.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. At Eagle Junction State School we utilise the You Can Do It program to develop the social and emotional capabilities of our students.

The program is built around 5 Key Foundations:

- Confidence
- Persistence
- Organisation
- Getting Along
- Emotional Resilience



Central to the development of these 5 Key Foundations is instilling in our students the 12 Habits of Mind, including:

1. Accepting Myself
2. Taking Risks
3. Being Independent
4. I Can Do It
5. Giving Effort
6. Working Tough
7. Setting Goals
8. Planning my Time
9. Being Tolerant of Others
10. Thinking First
11. Playing by the rules
12. Social Responsibility

The diagram above demonstrates the alignment of the Habits of Mind, Key Foundations and the importance of the environment to achieve our intended goals.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|----------------------------------|------|------|------|
| Type | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 1 | 6 | 3 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

Our school is committed to reducing our environmental footprint. As a result, this has influenced the behaviours of students, staff and community and we have implemented a school infrastructure plan for the future to support sustainability which include:

- Water saving devices
- Solar and Gas Heating and Electricity
- Replacing light bulbs in the school with energy saving bulbs
- Paper Recycling
- Student recycling teams
- Enforcing anti-pollution behaviours

The installation of air conditioning units for classrooms across the school has made us conscious of the impact this has on our electricity usage and procedures have been introduced to use these efficiently. Air Conditioning units are on a timer system to help reduce unnecessary use.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|--------------------|-------------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 259,522 | 5,994 |
| 2015-2016 | 273,528 | 3,725 |
| 2016-2017 | 289,198 | 3,998 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 62 | 29 | 0 |
| Full-time Equivalents | 51 | 17 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 5 |
| Graduate Diploma etc.** | 9 |
| Bachelor degree | 45 |
| Diploma | 3 |
| 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 2017 were \$42 609

The major professional development initiatives are as follows:

- Developing expertise in data analysis and application including “Putting Faces on the Data”.
- Develop expertise in the explicit teaching of vocabulary and phonics.
- Consolidating the implementation of the High Impact Teaching model introduced in 2013 with a focus in 2017 on mathematics.
- Development of coaching, co-teaching and mentoring models to enhance the application of new knowledge and skills.
- Implementation of a Learning Walk process to foster conversations around teaching and learning.
- Develop expert teaching teams – engaging in development performance conversations and EJSS Term planning process.
- Establishment of Book Clubs and Learning Circles that focussed on mathematics, differentiation, visible thinking and current pedagogical practice.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| 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, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 95% | 96% | 96% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 91% | 95% | 90% |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

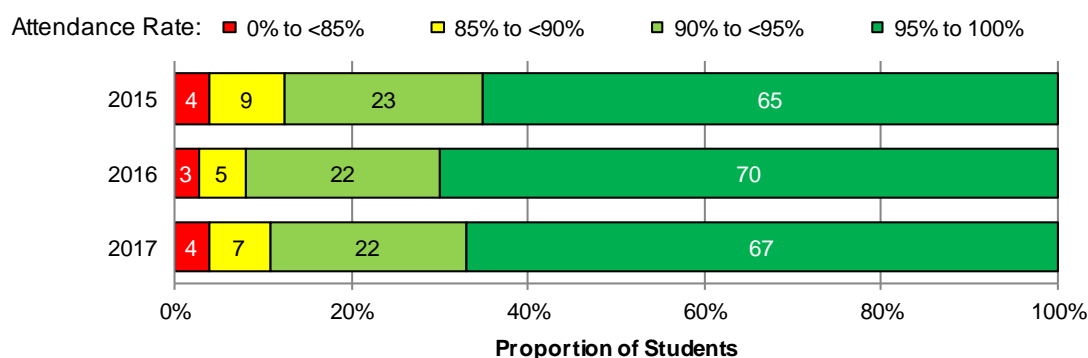
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 96% | 95% | 95% | 96% | 96% | 96% | 95% | | | | | | |
| 2016 | 96% | 96% | 96% | 96% | 96% | 96% | 96% | | | | | | |
| 2017 | 96% | 96% | 96% | 95% | 96% | 96% | 95% | | | | | | |

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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.

All classroom rolls are marked electronically using the OneSchool operating platform.

Student absenteeism is monitored closely on a day to day basis with the principal personally checking unexplained absences each Friday. These are followed up by the class teacher and three referrals are enough for a letter home to parents. We also send SMS text messages to families of students absent on the morning of the day that they are away.

Late arrivals at school are also closely monitored and letters are forwarded to parents after three instances.

Prolonged absences from school e.g. extended holidays are approved via the Exemption from Compulsory Schooling process

Regular articles about the value of regular and full-time attendance are distributed in the Newsletter and to individual families when needed.

The principal regularly surveys the arrival and late arrival of students and publishes the results in the Newsletter.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Sector:

☒ Government

☒ Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.