Eagle Junction State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

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.

School progress towards its goals in 2018

Commence
- **Engaged with the Visible Learning research to implement the practices that work best to accelerate student learning in literacy and numeracy.**
  - o All teaching staff commenced exploring the Visible Learning research through participation in a Foundation Day workshop. Staff gained an understanding of what does, and does not, make a significant difference to student achievement.
  - o All teaching staff participated in a Visible Learning Inside Series workshop to develop an understanding as to what assessment capable learners do, what are effective types of feedback and ways to provide this feedback to students.

o   Our school pedagogical framework was revised to align Teaching & Learning the EJ Way with Visible Learning.

- **STEM: Science, Technology, Engineering & Mathematics**
    o   Students in Year 3 & 4 participated in a 10 week Coding program aligned to the Digital Technologies Australian Curriculum.
    o   Students in Year 5 & 6 participated in a 10 week Robotics program aligned to the Digital Technologies Australian Curriculum.
    o   Year 3-6 teachers engaged in facilitated lessons to build their capacity with digital technologies.

Commence

- **Sharpen the focus on differentiation to cater for the diverse learning needs of all students**
    o   Teachers used differentiation groupings, year level identification processes, data walks and data walls to focus our conversations around each individual student's progress and learning journey.
    o   Teachers analysed and used data to inform teaching and learning.
    o   Differentiation professional development opportunities provided to teachers.
    o   Practical strategies to cater for the diverse learning needs of students implemented across the P-6.
    o   Master Teacher, Intensive teachers, STLaN, GEMs, EAL/D teachers, SEP teachers, G.O and Learning Enhancement Team utilised to support teaching and learning.

Consolidate

- **Ensure consistent school wide teaching practices of the Teaching of Mathematics & English.**
    o   Completed mandated assessment as per the EJSS Internal Monitoring & Assessment Schedule.
    o   All staff utilised a balanced Literacy Block with an emphasis on the explicit teaching of reading, writing, spelling and grammar & punctuation.
    o   Consistent implementation of Whole School Reading, Writing, Vocabulary, Phonics and Grammar & Punctuation Programs
    o   Whole School spelling program reviewed.
    o   Students engaged in meaningful writing tasks daily.
    o   Utilisation of balanced Numeracy Block with a focus on Number.

- **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.**

    o   Staff actively participated in planning processes – ensuring a deep understanding of intended curriculum and assessment
    o   All lessons had explicitly established learning goals and success criteria
    o   Bump it Up Walls are used for students to monitor progress
    o   Contemporary technologies utilised to assist teaching and learning
    o   All staff were actively engaged in moderation – school-based and cluster

- **Continue to build expert teaching teams that value identifying and valuing expertise, working together and opening classrooms to collaboration, targeting resources at need, accepting evidence and evaluating progress transparently over time.**
    o   Year Level Co-ordinator roles were utilised to help build capacity and consistency across the year level.
    o   Master Teacher employed a differentiated coaching model to support all staff.
    o   Learning Walks and Year Level Meetings used to foster conversations about teaching & learning and consistent practices
    o   Professional development and staff capabilities were strongly linked to Performance Development Plans

Future Outlook

Commence:

- Implement Visible Learning research to accelerate student learning.
    - o Refine the EJ Learning Powers – Link the Learning Powers to the Learning Intent and Success Criteria so that a shared language of learning develops across P-6.
    - o Implement a range of feedback practices that close the gap between where students are and where they need to be.
    - o Integrate the learnings from Unlocking Formative Assessment with Visible Learning to allow students to respond to feedback aligned to Learning Intentions (LI) and Success Criteria (SC).
    - o Adopt the SOLO Taxonomy to allow students to transfer their knowledge and understanding from surface to deep learning.
    - o Develop expertise in measuring impact on student learning. Goal is for EJ students to make a minimum of one year's growth for a year's effort.
    - o Refine classroom observation process as per the School Review recommendation.

- Focus on differentiation and inclusion to cater for the diverse learning needs of all students.
    - o Complete mandated assessment as per the EJSS Internal Monitoring & Assessment Schedule.
    - o Put 'Faces on the Data' – Differentiation groupings, Learning Enhancement Team, Data Walks, Data Wall focussed conversations and data profiles.
    - o Analyse and use data to inform teaching and learning (Know Thy Impact)
    - o Continue implementation of practical strategies to cater for the diverse learning needs of students.
    - o Utilise the expertise of the Learning Enhancement Team, Intensive teachers, STLaN, GEMs, EAL/D teachers, SEP teachers and G.O to support teaching and learning.
    - o Utilise differentiation strategies including: critical and creative thinking, SOLO Taxonomy, questioning, thinking routines, tiered tasks, cubing, problem solving and multiple and flexible opportunities for assessment.

Consolidate:

- Students and staff to engage in the new Australian Curriculum - Digital Technologies.
    - o Engage in facilitated lessons with Digital Technologies Teacher to build teacher capacity.
    - o Collaborate with the Digital Technologies Teacher to plan, teach and assess Digital Technologies.
    - o Deepen understanding of the Australian Curriculum: Technologies- Digital Technology.

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
    - o Collaborative planning processes
    - o Alignment between planning, teaching, assessment and reporting
    - o Learning Intention and Success Criteria visible for each lesson

    Assessment and monitoring practices
    - o Front ended assessment tasks
    - o Marking Guides for all summative assessment tasks
    - o Bump it Up Wall exemplars with explicit criteria expectations
    - o Teachers who 'Know Their Impact' on students in terms of achievement and progress

    Teaching and learning priorities
    - o High Impact Teaching sequence
    - o Feedback from classroom observations / Learning Walks
    - o Student articulation of individual learning goals
    - o Balanced Literacy and Numeracy blocks

Making judgments and using standards
- o Moderation – school-based and cluster
- o Data collected and used to inform teaching and learning, in line with the
- o Assessment and Monitoring Schedule

Quality feedback practices
- o Timely and effective feedback for students that provides the next steps in learning
- o Focused reflection between all stakeholders

- • Continue to build expert teaching teams that value identifying and valuing expertise, working together and opening classrooms to collaboration, targeting resources at need, accepting evidence and evaluating progress transparently over time.
    - o Teachers provide, seek and use feedback to build capacity
    - o Continue to offer professional learning opportunities, including book clubs, professional development, readings and Watching Others Work
    - o Teachers and non-teaching staff seek professional learning opportunities aligned to their APRs
    - o Utilise the Year Level Coordinator role to ensure consistency
    - o Participate in Learning Walks and observation process

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	850	829	877
Girls	407	414	438
Boys	443	415	439
Indigenous	12	12	12
Enrolment continuity (Feb. – Nov.)	97%	96%	97%

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

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 2018, 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 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	27	26	27

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

- 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 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 - Two music teachers deliver the classroom music program from Prep – Year 6 and 2 Instrumental Music Teachers deliver brass, woodwind, 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.
- 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 are 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), Environmental Captains, Debating Captain 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) 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 2018 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, Bilby Day and National Sorry Day, 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 of 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 2.5 days per week. In total the school spent on ICT (excluding Technician wages) in 2018 was **$65 018**. In 2019, 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 5 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 devises 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, Mathletics, Reading Eggs, IXL 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, Music Captains, Debating Captain, Environmental Captains, 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 (98%) 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 2018. The School Chaplaincy service operates three days per week due to P&C support of the service.

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)	98%	99%	98%
• this is a good school (S2035)	99%	99%	99%
• their child likes being at this school* (S2001)	95%	98%	98%
• their child feels safe at this school* (S2002)	99%	97%	98%
• their child's learning needs are being met at this school* (S2003)	96%	97%	98%
• their child is making good progress at this school* (S2004)	97%	97%	98%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	96%
• teachers at this school motivate their child to learn* (S2007)	95%	96%	94%
• teachers at this school treat students fairly* (S2008)	96%	95%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	99%	98%
• this school works with them to support their child's learning* (S2010)	97%	99%	98%
• this school takes parents' opinions seriously* (S2011)	97%	95%	97%
• student behaviour is well managed at this school* (S2012)	96%	96%	97%
• this school looks for ways to improve* (S2013)	95%	99%	98%
• this school is well maintained* (S2014)	97%	99%	98%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	99%
• they like being at their school* (S2036)	99%	99%	98%
• they feel safe at their school* (S2037)	100%	100%	98%
• their teachers motivate them to learn* (S2038)	99%	99%	98%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	97%
• teachers treat students fairly at their school* (S2041)	96%	96%	90%
• they can talk to their teachers about their concerns* (S2042)	98%	97%	91%
• their school takes students' opinions seriously* (S2043)	97%	97%	96%
• student behaviour is well managed at their school* (S2044)	97%	96%	97%
• their school looks for ways to improve* (S2045)	100%	99%	98%
• their school is well maintained* (S2046)	98%	99%	98%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	99%

* 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)	95%	98%	97%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	99%
• they receive useful feedback about their work at their school (S2071)	88%	94%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	89%	93%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	95%	97%	99%
• student behaviour is well managed at their school (S2074)	95%	95%	95%
• staff are well supported at their school (S2075)	90%	89%	91%
• their school takes staff opinions seriously (S2076)	91%	90%	95%
• their school looks for ways to improve (S2077)	98%	97%	99%
• their school is well maintained (S2078)	96%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	87%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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 organisation of parents 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 2018.

In 2018, 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 education 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

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	6	3	1
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

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
• Environmental Sub Committed of the P&C Association
• Green Team – made up of Year 4-6 students passionate about environmental projects.

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	273,528	289,198	284,629
Water (kL)	3,725	3,998	3,356

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	66	29	0
Full-time equivalents	53	17	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	5
Graduate Diploma etc.*	9
Bachelor degree	49
Diploma	3
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 **$87 629**.

The major professional development initiatives are as follows:

- Participating in Visible Learning professional development with external consultant as a whole staff.

- Developing expertise in data analysis and application including "Putting Faces on the Data".

- Consolidating the implementation of the High Impact Teaching model introduced in 2013 with a focus in 2018 on mathematics.

- Development of coaching, co-teaching and mentoring models to enhance the application of new knowledge and skills.

- Continuation 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 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, 99% 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	96%	96%	95%
Attendance rate for Indigenous** students at this school	95%	90%	89%

* 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.

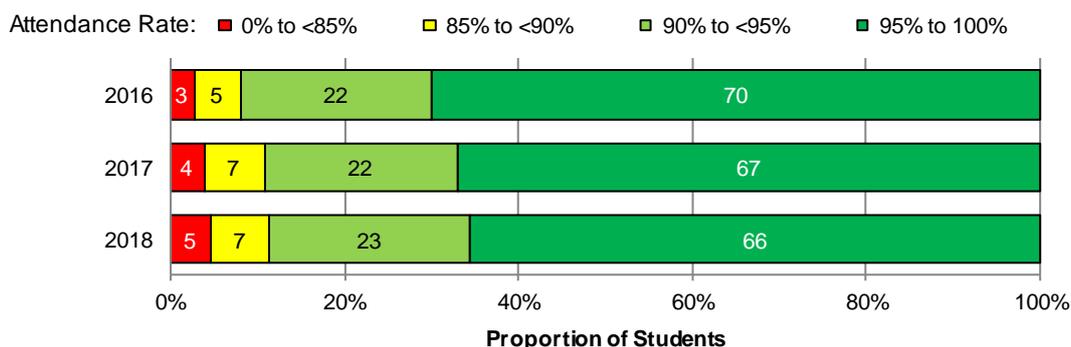Table 12: Average student attendance rates for each year level at this school

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

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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	3	5	22	70
2017	4	7	22	67
2018	5	7	23	66

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.

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

Student absenteeism is monitored closely on a day-to-day basis with administration personally checking unexplained absences each Friday. The class teacher follows these up 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 & 5 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.