



## Humpybong State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Humpybong State School is an Independent Public School providing quality education by raising expectations, reflecting on current practice and nurturing student development in a supportive school environment.

The school sits on the Redcliffe Peninsula and its magnificent view of Moreton Bay is the envy of many, with students being able to access the beach on one side and Langdon Park on the other.

Our vision: The school and the community working together to build skills and knowledge in order to ensure that every day, in every classroom, every student is learning and achieving to effectively participate in society.

The total student Prep to Year 6 enrolment is approximately 770 in a co-educational setting. The Humpybong State School social climate has at its heart the philosophy of inclusion. Significant emphasis is placed on providing a learning environment where all students feel safe and supported through our Positive Behaviour for Learning curriculum based on the 4 Cares: Care for Self, Care for Others, Care for Learning and Care for Property.

We have high expectations for all children to achieve, for all children to do their best. We are committed to providing a quality education for our children and we are proud to be part of a strong public education system. The students are proud to wear their school uniform which is well recognised in the community and provides children with a sense of belonging.

There are many exciting features to the school that demonstrate the learning journeys undertaken by our students. The journey begins with our reputable Early Years program offered in Prep – Year 2. Each child's developmental needs are carefully nurtured to ensure a solid foundation from which the learning can continue seamlessly into the middle phase of learning of Years 3-6.

We are constantly revisiting, reflecting, renewing and revitalizing current practices to create new futures.

As much as things change, many things stay the same. School communities are created and based on a foundation of human relationships. When these relationships are respectful, hopeful and caring there is nothing we cannot achieve for our young people.

Our school takes great pride in maintaining a strong sense of family through our commitment to a shared ownership of all student outcomes and developing parent skills through our weekly Parent Partnership Academies. This triangle of parent, student and school is firmly embedded in all school operations and is strongly encouraged as part of our 3-Way Reporting processes. The local community partnerships with the Moreton Bay Regional Council and PCYC support the school programs and resourcing.

Our school offers a wide variety of extra curricular activities such as the traditional sporting and musical activities, as well as Code Kids and Code Club. As a launch school for integrating digital technologies into the curriculum, our staff and students are supported by a digi-tech coach. Improving teacher pedagogy through coaching, mentoring and high quality professional development is a key focus across the school.

The School Annual Report provides an overview of the school's priorities and student achievements throughout the 2016 calendar year.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

Humpybong State School's Explicit Improvement Agenda of improved student performance for reading and numeracy has progressed well.

The school placed emphasis on the partnership between families, staff and community working together to maximise the very best outcomes for all learners.

Much time has been spent on refining the implementation of the new Australian Curriculum through the development of year level unit plans and the Assessment and Reporting Framework.

The Pedagogical Framework, based on The Art and Science of Teaching and incorporating Explicit Teaching of Literacy and Numeracy skills was developed through investigation, research and consultation with staff.

Data collection and collation has been refined through the use of One School, with planning and teaching using data to inform their practice.

The Responsible Behaviour Plan was reviewed in 2015, resulting in the school participating in the Positive Behaviour for Learning (PBL) and aligning the CARE acronym for Self, Others, Learning and Property values to include: Consideration, Appreciation, Respect and Effort. Expected behaviours, rights and responsibilities have been redefined for students, staff and parents.

Our "Full Uniform with Pride" policy has resulted in a heightened sense of school pride.



Our Attendance Policy was revisited in 2016 with positive and reactive strategies to engage students in meeting the 94% attendance target. With the introduction of class trophies, Gotchas for being at school on their birthday and end of Term recognition and celebration for attendance.

## Future Outlook

In 2017, Humpybong State School will transition to becoming an Independent Public School and form a School Council. As an IPS, the school will focus on three key areas: 1. Cross the Bridge into future experiences; 2. Dive into a Digital Future; 3. Navigate the future environment using the New Pedagogies for Deep Learning framework developing student 21<sup>st</sup> Century skills in the 6 C's: Character, Communication, Collaboration, Critical Thinking, Citizenship and Creativity.

The 2017 Explicit Improvement Agenda is summarised:

Improvements in Literacy and Numeracy will be achieved through an explicit curriculum, focussed teaching and learning agenda grounded in ASoT and the Gradual Release of Responsibility framework, and coaching and mentoring of staff from a growth mindset.

The key agenda items will be focused on the improvement of students' learning in:

1. *Continue Reading and develop Writing*
2. *Numeracy with a focus on Problem Solving*
3. *New Pedagogies for Deep Learning*
4. *Attendance*
5. *Transitions*

### Strategy 1: Continue Reading & Develop Writing

- Deliver oral language activities that target **phonological and phonemic awareness (SSP)**
- **Continue to embed a balanced reading program** and build teacher capacity through **observation and feedback**
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
- **Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.**
- Complete a thorough interrogation of NAPLAN data - 2015 / 2016 in preparation for 2017 NAPLAN
- Pre-test PAT-R testing in February, interrogate data to inform teaching plans, post-test PAT-R in November
- Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent and front-ending formal assessment
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus daily writing activities
- Use peer observation, co-teaching, mentoring, feedback, differentiating coaching and PLC time to improve teaching practices
- Build teacher capacity to analyse student work in moderation to guide feedback and future teaching/learning
- Provide opportunities for staff to engage in moderation within and across schools for A-E alignment
- Develop teacher capacity in providing explicit feedback to students and developing student self- and peer-assessment

### Strategy 2: Numeracy

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources eg NCR diagnostics.
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation, Problem Solving
- Pre-test PAT-M testing in February, interrogate data to inform teaching plans, post-test PAT-M in November
- Complete a thorough interrogation of NAPLAN data - 2015 / 2016 in preparation for 2017 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy
- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)

### Strategy 3: New Pedagogies for Deep Learning

- Commit to the world-wide NPDL project which includes conferences, planning, moderation and online learning
- Develop units of work aligned to NPDL with a focus on Character and Collaboration (2 of the 6 C's – Critical Thinking; Citizenship; Communication; and Creativity)
- Develop teacher capacity in the use of digital technologies to enhance student learning outcomes

### Strategy 4: Attendance

- Regularly analyze trends in attendance data at the whole school, class and individual student level.
- Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance

### Strategy 5: Transition

- Continue to further transition processes and strategies with childcare and kindergarten centres through PELS network and MYCP
- Continue to prepare students for Prep through using Brigance data, implementing Step-Up to Prep program and parent programs
- Continue iLearn project in conjunction with CBSHS with Year 6 cohort
- Provide Parent Partnership Academy sessions each week

# Our School at a Glance

## School Profile

|                                     |                    |
|-------------------------------------|--------------------|
| <b>Coeducational or single sex:</b> | Coeducational      |
| <b>Independent Public School:</b>   | No                 |
| <b>Year levels offered in 2016:</b> | Prep Year - Year 6 |

### Student enrolments for this school:

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 796   | 389   | 407  | 60         | 90%                              |
| <b>2015*</b> | 741   | 393   | 348  | 56         | 90%                              |
| <b>2016</b>  | 766   | 399   | 367  | 57         | 92%                              |

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Students at Humpybong State School come from diverse backgrounds and mixed socio economic backgrounds. Many families are single income.

There were fifty-two students of Aboriginal or Torres Strait Islander descent enrolled throughout the school in 2016.

Our school caters for students from English as an Additional Language background, those who are highly capable learners, and provides access to Special Education Programs for students verified with a recognised disability.

Enrolment trends have remained consistent.

### Average Class Sizes

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

| AVERAGE CLASS SIZES |      |       |      |
|---------------------|------|-------|------|
| Phase               | 2014 | 2015* | 2016 |
| Prep – Year 3       | 22   | 23    | 23   |
| Year 4 – Year 7     | 27   | 25    | 25   |
| Year 8 – Year 10    |      |       |      |
| Year 11 – Year 12   |      |       |      |

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The Australian Curriculum was embedded this year in:

- English,
- Maths,
- Science,

- History and Social Sciences.
- The Arts (Music, Art, Dance),
- HPE (Health and Physical Education)
- Digital Technologies (trial launch school in 2016)

School programs based on Queensland Studies Authority syllabuses were offered to students in the key learning areas:

- LOTE (Languages other than English – Japanese) for years 4-7,
- Technology

These programs are taught by classroom teachers and supported by Specialists in Music, Physical Education, The Arts in P-6, History and Social Sciences P-5, Instrumental Music, Special Education, Learning Support, English as an Additional Dialect and LOTE.

### Co-curricular Activities

- Interschool Sports and Swimming, Athletics and Cross-Country Competitions
- Instrumental Music Instruction in Strings, Brass, Woodwind and Percussion (Yrs 3-6)
- Two Choirs – Senior and Junior
- Ensembles – Senior, Junior and Strings
- Recorder Band
- Boys Drumming Circle
- Outdoor Education Program – Camps for Year 5 and Year 6
- Strong, visible Chaplaincy program to assist families and students
- ICAS Competitions (Science, English, Mathematics, ICT)
- Robotics (students were selected to participate in the QTU First Lego League competition)
- Young ICT Explorers – student team achieved 3<sup>rd</sup> place
- Code Kids and other lunchtime activities
- Ready Readers for Early Years – Year 3 students working with Prep children
- Math Magicians – Year 4 students working with Year 1 children
- Writing Wizards – Year 5 students working with Year 2 children
- PCYC supporting Team Up and Drum Beat programs and trampolining and gymnastics
- Boys Beat Club – Prep, Yr 1, Yr 2 social skills program
- Jump Rope for Heart
- Student Council participation (Years 4-7) and representation throughout the school community
- Opportunities for service to the community through charitable activities

### How Information and Communication Technologies are used to Assist Learning

There has been a significant increase in the use of ICTs in teaching. Interactive whiteboards, interactive projectors or LED screens are present in all classrooms. The Year Five and Six classes have a set of laptops which enable teachers to make flexible groupings and these operate wirelessly. Wireless capability has been extended to all classrooms. All permanent staff have a laptop and use these to prepare activities for students and record student behaviour and progress in One School. Sets of iPads have been purchased and these are for both class and lunchtime use.

Students are able to join the Robotics Club, which participates in regional, state and national competitions. Year 4 and 5 students are able to join CodeKids, where they learn code and develop applications for android and ipad devices. Our school website has been updated and has become more vibrant, providing information about school events and procedures. The school Facebook page is more integrated into the communication processes within the school, with increasing numbers of 'likes' and sharing across the community. Parents receive information via an electronic newsletter, alerts and QSchools app. Parents are also invited to sign up for the QParents app which provides detailed information about their child and allows quick and easy access to update student and family information.

## Social Climate

### Overview

*Caring for Self, Caring for Others, Caring for Learning, Caring for Property*, is the foundation on which the climate of the school is built. Supported by a comprehensive classroom program that emphasises values, students are explicitly taught to take responsibility for their behaviour. Recognition for students' efforts in demonstrating the four CAREs, is provided in the form of a Gotcha. Students collect Gotchas throughout the year with the intention of earning ten from each area resulting in them being awarded a CARE wrist-band. Students are taught to use 'Sol's 5' as a way of approaching bullying situations. Students are given skills when they find themselves in a bystander situation. Parents are an integral part to the success of this program. CARE values – Consideration, Appreciation, Respect and Effort have been developed and will become familiar common language throughout the school.

Students and families at risk or experiencing hardship have a comprehensive Chaplaincy program to access. Students are able to participate in programs such as Seasons for Growth, Friends, etc, helping to develop positive social behaviours. This, along with the community feel of the school and the proactive actions, provides a supportive environment for students and their and families. Triple P (Positive Parenting Program) is offered to parents throughout the year.

Surveys reveal that students are generally happy with the school, as are their parents. School events such as musical performances and recital nights, sports days, Carols by Candlelight, Discos, Bookweek and Early Years Celebration are well attended by parents.

Class teachers welcome parents' help with reading, activities, on excursions and in sharing in the success of students at assemblies. Several working bees are organised throughout the year with 'Grandpa's Garden' being finalised this year. All parents and volunteers participate in an annual induction program to ensure the safety of our children and school community.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016)  | 89%  | 91%  | 94%  |
| this is a good school (S2035)  | 93%  | 88%  | 94%  |
| their child likes being at this school* (S2001)  | 93%  | 95%  | 96%  |
| their child feels safe at this school* (S2002)   | 93%  | 93%  | 92%  |
| their child's learning needs are being met at this school* (S2003)                                     | 91%  | 86%  | 90%  |
| their child is making good progress at this school* (S2004)  | 89%  | 91%  | 88%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 96%  | 95%  | 96%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88%  | 91%  | 92%  |
| teachers at this school motivate their child to learn* (S2007)   | 91%  | 91%  | 92%  |
| teachers at this school treat students fairly* (S2008)   | 84%  | 86%  | 87%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 95%  | 93%  | 92%  |
| this school works with them to support their child's learning* (S2010)                                 | 88%  | 89%  | 86%  |
| this school takes parents' opinions seriously* (S2011)   | 88%  | 78%  | 78%  |
| student behaviour is well managed at this school* (S2012)  | 76%  | 78%  | 82%  |
| this school looks for ways to improve* (S2013)   | 90%  | 89%  | 92%  |
| this school is well maintained* (S2014)  | 86%  | 82%  | 92%  |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 94%  | 92%  | 96%  |
| they like being at their school* (S2036)  | 94%  | 94%  | 93%  |
| they feel safe at their school* (S2037)   | 93%  | 90%  | 91%  |
| their teachers motivate them to learn* (S2038)                                    | 98%  | 95%  | 97%  |
| their teachers expect them to do their best* (S2039)                              | 98%  | 95%  | 98%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 95%  | 91%  | 90%  |
| teachers treat students fairly at their school* (S2041)                           | 89%  | 84%  | 85%  |
| they can talk to their teachers about their concerns* (S2042)                     | 84%  | 82%  | 78%  |
| their school takes students' opinions seriously* (S2043)                          | 89%  | 80%  | 83%  |
| student behaviour is well managed at their school* (S2044)                        | 75%  | 75%  | 84%  |
| their school looks for ways to improve* (S2045)                                   | 98%  | 91%  | 94%  |
| their school is well maintained* (S2046)  | 91%  | 86%  | 83%  |
| their school gives them opportunities to do interesting things* (S2047)           | 95%  | 90%  | 87%  |

## Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 97%  | 88%  | 95%  |
| they feel that their school is a safe place in which to work (S2070)   | 93%  | 88%  | 96%  |
| they receive useful feedback about their work at their school (S2071)  | 75%  | 81%  | 92%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 89%  | 97%  | 92%  |
| students are encouraged to do their best at their school (S2072)   | 98%  | 96%  | 97%  |
| students are treated fairly at their school (S2073)  | 92%  | 90%  | 89%  |
| student behaviour is well managed at their school (S2074)  | 72%  | 75%  | 81%  |
| staff are well supported at their school (S2075)   | 67%  | 67%  | 81%  |
| their school takes staff opinions seriously (S2076)  | 69%  | 65%  | 82%  |
| their school looks for ways to improve (S2077)   | 93%  | 90%  | 96%  |
| their school is well maintained (S2078)  | 82%  | 75%  | 91%  |
| their school gives them opportunities to do interesting things (S2079)   | 82%  | 81%  | 90%  |

\* 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

At Humpybong State School we believe that education is a partnership between the student, parent and the school. This triangle of parent, student and teacher is firmly embedded in all school operations. Parent participation and involvement is strongly encouraged as part of the total commitment to the achievement of learning outcomes for all students.

The following strategies are utilised to foster this partnership:

- School and community committees
- Shared responsibility for school events and activities through the P & C
- Collaborative efforts to improve facilities including playgrounds, equipment and air conditioning the hall
- Joint waterfront playground development with Moreton Bay Regional Council
- In classrooms with individuals and small groups, and on excursions
- Volunteer work in canteen and uniform shop and school community events
- Parents enjoy watching their children participate in a variety of school activities, including bands, choirs and sports events
- Parents invited to end of term learning celebrations for each year level
- Regular Parent Forums are offered each term to assist parents with various aspects of their child's development.
- Three-way parent/teacher/student reporting is organised to provide feedback at the end of Terms 1 and 3.

All adjustments for students with diverse needs are actioned in consultation with parents and caregivers. Special Education teachers and Teachers of Literacy and Numeracy work in partnership with teachers, students and parents to negotiate requirements for access to physical resources, curriculum and extra curricula activities, ie physical requirements to participate in HPE lessons, curriculum adjustments through Individual Curriculum Plans (ICP), social and emotional support through (ISP) and support to attend excursions and camps.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Through the school's Responsible Behaviour Plan for Students (RBPS), weekly lessons are taught across the school to address proactive and reactive behavior and wellbeing concerns. SOL (Sea of Learning) lessons explicitly teach students how to CARE (Consideration, Appreciation, Respect, Effort) for Self, Others, Learning and Property. The PBL curriculum also includes specific lessons to address bullying behavior and identifying and responding to abuse and violence. Students are provided with skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The school takes part in 'Day for Daniel' annually with this curriculum included in SOL lessons. Peer Mediators in Year 6 undertake training to assist in the Prep and Year 1 playground during lunch breaks. Annually the Life Education van visits where students are provided with Harold's lessons focusing on personal safety and health. Life Education instructors also teach Years 5 and 6 students "Talk About It" sessions as part of the HPE curriculum on personal health, relationships and puberty in an age appropriate manner.

The school is also introducing specific lessons and skills on the brain and growth mindset with opportunities to remain calm, develop resilience and tenacity with exercises for the body and mind. The Guidance Officer and school Chaplain also support students skills in developing and maintaining respectful relationships.

## 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                            | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 95    | 64     | 64   |
| Long Suspensions – 6 to 20 days | 2     | 0      | 0    |
| Exclusions                      | 0     | 1      | 0    |
| Cancellations of Enrolment      | 0     | 0      | 0    |

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

We have several solar panels across the campus, which contribute to our energy conservation. A number of water tanks on site also feed our amenities blocks. Energy conservation is practised in the daily routine of the school day in classrooms. The school participates in and encourages families to participate in "Earth Hour".

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 169,855         | 1,373    |
| 2014-2015                          | 159,863         | 952      |
| 2015-2016                          | 177,133         | 802      |

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

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Sector:

Government

Non-government

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

| 2016 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 60             | 43                 | <5               |
| Full-time Equivalents      | 53             | 28                 | <5               |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 0   |
| Masters                        | 7   |
| Graduate Diploma etc.**        | 7   |
| Bachelor degree                | 37  |
| Diploma                        | 8   |
| Certificate                    | 1   |

\*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 2016 were \$79,576. This included funds from Investing for Success.

The major professional development initiatives are as follows:

- Mentoring and Coaching – Reading, Maths, Explicit Teaching, Classroom Profiling
- 'At My Best' Annual Performance Development program
- The Art and Science of Teaching
- Mathematics (Problem Solving)
- Australian Curriculum (English, Maths, Science, History, Geography)
- First Aid Training
- Music – Maryborough Conference
- Leadership capacity building
- Information Communication Technology (ipads)
- New Pedagogies for Deep Learning
- Classroom profiling

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 96%  | 97%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

## 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 2016   |      |      |      |
|---|------|------|------|
| Description   | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 90%  | 92%  | 92%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 87%  | 90%  | 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 2016 for all Queensland Primary schools was 93%.

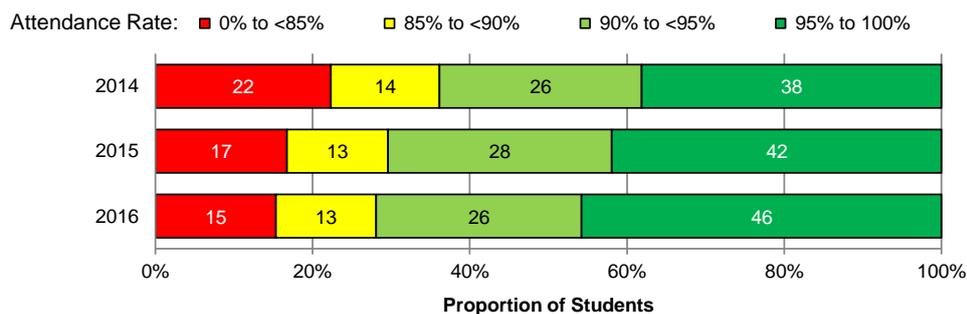
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 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 |
| 2014   | 91%  | 91%    | 91%    | 90%    | 90%    | 89%    | 88%    | 89%    |        |        |         |         |         |
| 2015   | 94%  | 92%    | 91%    | 92%    | 92%    | 92%    | 89%    |        |        |        |         |         |         |
| 2016   | 93%  | 92%    | 93%    | 92%    | 92%    | 91%    | 91%    |        |        |        |         |         |         |

\*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 DET 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.

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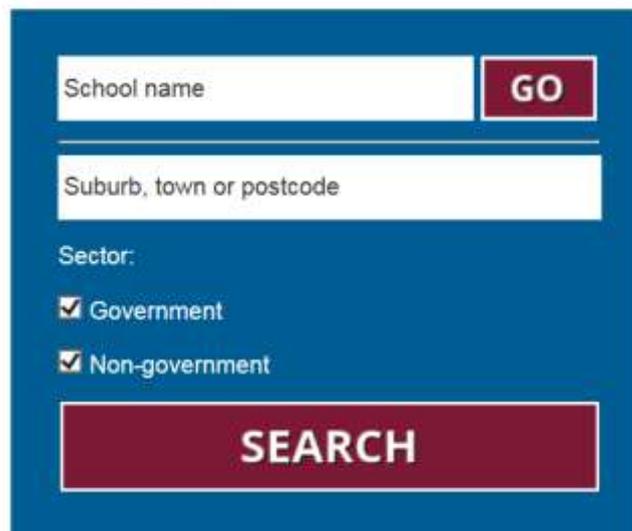
Student attendance is recorded twice per day using One School. Unexplained absences are followed up by the class teacher, sending a note home to the parent. The class teacher then reports persistent absenteeism to the administrators. The Student Welfare Officer follows up on consistent and persistent student absences weekly, referring concerns to the school Admin team who also contacts parents directly. If absenteeism continues, warning letters are issued and followed up. 100% attendance certificates and 96% certificates are awarded to students at the end of each term to encourage attendance. Students who attend school on their birthday are also provided with an iceblock and Care for Self Gotcha. A new Attendance Policy was implemented in 2015.

## 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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

