



Gordonvale 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

Gordonvale State School has been providing quality educational services for Gordonvale and surrounding districts since 1897.

Surrounded by rich, fertile agricultural lands Gordonvale is a sugar town with a population of 6671. Gordonvale is located 23 kilometres south of Cairns. Gordonvale State School forms part of the Far North Queensland Region.

Our vision for Gordonvale State School students is to grow, strive and succeed. In order to achieve our vision we are developing a culture that supports learning based upon a positive caring environment; high standards of work, behaviour and uniform; innovative and individualised learning pathways and high levels of student support. Gordonvale State School is committed to achieving quality learning outcomes for all students.

Our Prep to Year 6 curriculum is based on the Australian Curriculum, in part implemented through the Queensland Curriculum into the Classroom (C2C) program and specialised direct instruction learning programs in Spelling and Mathematics.

We differentiate for the diversity of learners enrolled, ensuring our programs cater for those children below, at or above academic expectations and for children who's needs necessitate modifications to the learning environment to allow them to participate equitably.

Environmental Sustainability is a part of the school's curriculum. We've gained recognition for these programs since 2010 through various sustainability awards, like Greenest and Healthiest School in Far North Queensland, the Young Cassowary Award from the Wet Tropics Management Authority and the Premier's Climate Smart Sustainability Awards.

Extra/co-curricula activities include Student Leadership, Instrumental Music, Excelsior Program, Junior and Senior Choir, Chaplaincy Program as well as all major sports.

The teaching facilities consist of 3 Prep classrooms, 24 general teaching classrooms, a resource centre, 2 computer labs, a learning support centre, a special needs facility, an arts/music centre, undercover play area and school hall. Teaching blocks are fully air-conditioned, have computer access and are linked to the information technology network.

The school has a long established history of community engagement and service which is evident by our strong community links and partnerships with community organisations. The Parents and Citizens Association plays a vital and active role in the school assisting with strategic directions, community partnerships, events and fundraising projects. The Parents and Citizens Association supports the school by providing a full-time tuckshop, a uniform shop and funding for school resources and infrastructure projects.

School progress towards its goals in 2018

Gordonvale State School, with the help of the central office School Improvement Unit, completed its Quadrennial review in March 2018. This extensive review was conducted over three days by three external assessors. As a result we developed an action plan in addition to our existing Annual Implementation Plan and Explicit Improvement Agenda, to address two important areas for improvement. The implementation of this Action plan was monitored by the School Improvement unit and was completed successfully in March 2019.

Annual Implementation Plan 2018	Progress
<u>Improvement domain</u> , Strategy	✓✓✓
<u>Culture that supports Learning</u> <ul style="list-style-type: none"> • <i>Develop the Positive Behaviour for Learning system through rigorous annual review that includes feedback from students, parents and staff of all elements resulting in annual action planning.</i> <p>This strategy was escalated by the school review in March to be one of the 2 key improvements the 12 month Action Plan focussed on. Significant progress was achieved.</p> <p>“All staff members are committed to maintaining a school environment that is safe, supportive and disciplined.” School Review Report – Executive summary, March 2018</p> <p>“Systematic processes aligned to the key improvement strategies of the action plan are apparent in the school’s behaviour management processes. Teachers can discuss the clarity of expectations in the school’s behaviour management processes.</p> <p>All staff agree that the management of behaviour for identified Tier 2 and Tier 3 students has significantly improved. They talk about behaviour management responses as a team approach.” School Review Action Plan final report, April 2019</p>	✓✓✓
<ul style="list-style-type: none"> • <i>Promote student and staff wellbeing through academic and non-academic support to address individual needs.</i> <p>In 2018 we commenced implementation of the Social Emotional Learning program and will complete this during 2019</p>	✓✓✓
<ul style="list-style-type: none"> • <i>Create an attractive and stimulating physical environment that supports and encourages learning.</i> <p>A key action was to create a school facilities improvement plan. This was commenced but not achieved.</p> <ul style="list-style-type: none"> • <i>Build mutually respectful relationships across the school community, characterised by caring, polite and inclusive interactions, where parents and families are integral members of the school community and recognised as partners in student learning.</i> <p>School staff made progress in this strategy during 2018. The most positive items in the school opinion survey for Parents were,</p> <p>“I can talk to my child’s teachers about my concerns. 100% agreement.</p> <p>“Staff at this school are approachable.” 100% agreement.</p> <p>“School staff members demonstrate an understanding of students’ backgrounds including those with complex needs.” School Review Report – Executive summary, March 2018</p>	✓✓✓
<u>Analysis and Discussion of Data</u> <ul style="list-style-type: none"> • <i>Develop the systematic approach to the use of assessment tools to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science and levels of student resilience, wellbeing, and social and emotional development.</i> <p>A belief in the value of data based decision making is reflected in our school’s comprehensive data collection schedule. This underpins teaching practices. Staff made progress towards more precise analysis techniques and application of the results to move children along the continuum of learning.</p> <p>“The school gives a high priority to the collection and analysis of data to enhance understanding of student outcomes and the range of determining factors that may affect their growth as learners.</p> <p>Teachers are building their data literacy skills and require further professional learning and conversations to understand and implement the next steps for teaching based on student</p>	✓✓✓

<p>progression." <i>School Review Report – Executive summary, March 2018</i></p> <p>"Data sets of student mathematics achievement in diagnostics, Levels of Achievement (LOA) and NAPLAN are developed in the school." <i>School Review Action Plan final report, April 2019</i></p>	
<ul style="list-style-type: none"> <i>Build staff capacity to participate in a culture of self-evaluation and reflection across the school, driven by collection, analysis and discussion of data.</i> <p>Staff engaged in improving their skills in analysing practice throughout 2018. We used iPad technology to record lessons and analyse teaching practice, observed colleagues working, supported beginning teachers through mentoring, and used our Master Teacher's skills to coach.</p>	✓✓✓
<p><u>Effective Pedagogical Practices</u></p> <ul style="list-style-type: none"> <i>Provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.</i> <p>Teachers worked with our Head of Curriculum to update our unit planning systems to foreground specific information on the level of achievement of each child. This strategy influenced the level and specificity of feedback to students as they complete their learning tasks.</p> <p>"Teachers articulate the common language that is building in the school in relation to the teaching of mathematics and expected pedagogical practices." <i>School Review Action Plan final report, April 2019</i></p>	✓✓✓
<ul style="list-style-type: none"> <i>Support teachers to plan critical content for English and Mathematics acknowledging the learning needs of Some, Most and All students in the class.</i> <p>Students are foregrounded in our planning process. Unit planning was refined throughout 2018 to reflect the different achievement standards children are working towards. We particularly focused effort into the planning and teaching of mathematics.</p> <p>"There is a high level of commitment from teachers to implementing the collaboratively planned curriculum units in mathematics." <i>School Review Report – Executive summary, March 2018</i></p>	✓✓✓
<ul style="list-style-type: none"> <i>Increase teachers' capacity to make reasonable adjustments to meet the needs of students with disabilities including the development of individual learning plans, ISPs and/or ICPs.</i> <p>Teachers and Leaders commenced working in this area and will continue into 2019.</p>	✓✓✓

The 2018 Annual Improvement Agenda is reviewed here.



Future outlook

The following key improvement strategies from the 2018 School Review are reflected in the 2019-2022 Strategic Plan as are all of the recommendations provided in the full report. The first two strategies were developed into the Action plan to respond to the review and progress was monitored and reported every 3 months. The School Improvement Unit completed it's monitoring of this plan in March 2019.

“Key improvement strategies

- Ensure the whole-school approaches to effectively managing student behaviour are embedded across the school, consistently implemented by staff members and school leaders and are supported by the school community.
- Collaboratively define the agreed, school-wide teaching practices relating to the EIA and monitor the implementation of these so as to lead to a consistency of practice.
- Develop opportunities for members of the leadership team to further develop their capacity and abilities as instructional leaders in the school.
- Enhance the statement of roles and responsibilities for school leaders to include accountabilities, key actions and implementation timelines for programs identified as priority areas for development.
- Build a culture of self-evaluation and reflection that enables deeper discussions of data, identifies starting points for future learning and monitors progress over time.”

All classroom based staff and leaders worked collaboratively to identify our improvement focus for 2019, mindful of reflecting the priorities identified through our review. We identified our Problem of Practice to be :

“Indigenous students with low literacy outcomes too often do not respond as well to the interventions that work well for others, or they do not receive timely interventions. Despite efforts their performance doesn’t change much. English as an additional language or dialect hasn’t been systematically considered or catered for as an impacting variable.”

Our effort throughout 2019 will focus on developing the Preferred Future of:

“Teachers and leaders able to identify I-EAL/D learners and align curriculum, pedagogy and assessment practices for them. Gordonvale State School valuing home languages other than Standard Australian English.”

To achieve this our Explicit Improvement Plan includes the following strategies.

- Identifying indigenous children where Aboriginal English, Creole or a Dialect is spoken frequently and recognising these children as learners for whom English is an Additional Language or Dialect.
- Mapping these children on the language learning Bandscales.
- Identifying, practicing and implementing best teaching techniques for these second language learners.

Our team is looking forward to helping some of our most vulnerable learners progress successfully through the Australian English Curriculum.



Lloyd Perkins, Principal

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	583	584	553
Girls	289	307	279
Boys	294	277	274
Indigenous	195	206	192
Enrolment continuity (Feb. – Nov.)	92%	89%	88%

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

The student body is a diverse social and cultural mix of children whose families have attended the school for several generations, and children who have recently settled in the town in housing developments on the western side of the Bruce Highway. Our student body includes children from traditional families, single parent families and blended families. The socio-economic range of families is also broad and our school's socio-economic index reflects this mix. In 2018 the school catered for students from across the Mulgrave District including the Yarrabah Aboriginal Community, Aloomba, Goldsborough Valley, Little Mulgrave Valley, East Trinity, Edmonton, Bentley Park and White Rock.

Our community has a traditional link with the community of Yarrabah, through senior secondary education. As a result, many families choose to enrol their children in Gordonvale State School and then transition to Gordonvale State High.

An enrolment management plan was enacted in late 2014, restricting enrolment eligibility to those within the catchment. We still enrol students from out of catchment where extenuating circumstances exist, for example, where children are placed in out of home care through the Department of Children and Communities. The majority of students are Caucasian and 37% of students are Indigenous. The school caters for an increasing number of students with special needs and they are included into mainstream classes.

Most students attend Gordonvale State High School for secondary schooling, some gaining entry to their program of excellence, Summit.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	25	23
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

In 2018, we developed all of our English, Mathematics, Science, History and Geography units from the Australian Curriculum. We continue to use 2 Direct Instruction programs to supplement: Spelling mastery and Elementary Maths mastery.

We completed implementing our planning system using the Universal Design for Learning (first defined by David H. Rose, Ed.D. of the Harvard Graduate School of Education) for Mathematics. Complementing this, we implemented Individual Curriculum Plans for all students working 2 years or more behind their cohort. Throughout 2019, we will expand this curriculum planning approach to English in all year levels. Units will be planned to cater for some, most and all students.

We offer a Literacy catch up program to our students in Prep to year 3. Reach the Peak is run in 10 week blocks, 4 afternoons a week. Parents are offered and must agree to placement of their child in the program. Personalised learning plans are created for each student and published for parents. They are monitored and reported on 3 times over the course of the program. Support a Reader and Support a Writer programs boost children still in the emergent phases in year 1 and 2 and engage parents similarly.

Co-curricular activities

Student Leadership - Gordonvale State School has a strong and vibrant school leadership structure. School Captains are elected by Years 4-5 students at the end of the year after candidates have been short listed following an interview with school leaders. The school is represented by School Captains, House Captains and Vice Captains.

Excelsior Program: The Whole Community Approach to Sustainability - Our Excelsior Program is a curriculum initiative that provides the opportunity for students in Years 4 – 6 who are working at a very high academic level to be further extended and challenged. These students also display excellent behaviour and work ethic in the classroom. Embedded in the Key Learning Areas the underlying concept of the Excelsior Program is sustainability, with students working across the four areas of energy, waste, water and biodiversity.

Junior Landcare- In partnership with Mulgrave Landcare, this program is centred on the permaculture garden and is a very popular choice for Junior students. Students learn about sustainability through permaculture and the food generated is used in the school tuckshop.

Sport - Gordonvale is part of the Trinity Coast South sports district. Students (10-12 yrs) have a pathway from school competition through TCS events and Gala Days on to representative teams for Peninsula trials. From here, students go on to State and National carnivals. Gordonvale State School has a strong sporting tradition and has produced many students who have represented Peninsula region and Queensland.

How information and communication technologies are used to assist learning

The Smart Classrooms strategy outlines the integration of information communication technology with teaching and learning. All Prep to year 6 classrooms are fitted with an interactive whiteboard connected to the school network. At the end of 2018 we commenced upgrading IWBs to interactive LED panels. All students interact with lesson material via these devices.

Teachers P-6 use resources available in the computer labs or classrooms to engage individuals in completing individualised drill and practice, research, creative tasks and publishing. All students have access to 24/7 online learning and practice through Study Ladder and Learning Place Ed Studios.

Tablet technology is used throughout the junior school to reinforce literacy and numeracy concepts. Students with special needs also access tablet extensively for learning. Touchscreen laptops are used in the senior school for their connectivity to our server and network.

Social climate

Overview

Gordonvale State School is developing a culture based upon a positive caring environment, high expectations for teaching and learning, and behaviour, innovative and individual learning pathways and high levels of student support.

The Responsible Behaviour Plan for Students establishes the direction of our work in creating a safe supportive environment, conducive to learning. We enact this using The School Wide Positive Behaviour System, which in 2018 is in its seventh year. The system comprises 6 key features including teaching expectations, encouraging positive behaviour and responding to undesirable behaviour.

To teach expectations, teachers use an extensive library of lessons including video, to make clear what is expected, how to do this and what it looks and sounds like. During 2018 lessons were revised and new ones created to meet the needs of students. Teaching expectations targeted every child in 2018.

To encourage expected behaviour we continued to use a free and frequent reward system to acknowledge positive behaviour. "Gotchas" were collected and added to Gotcha Cards by students during class and play time and the completed card traded in for simple rewards. Once a term a random draw from all the traded cards provides a major prize for a child in prep – year 3 and a child in year 4-6. Every child participated in the Gotcha system in 2017. The established AA, AAA and Bronze, Silver, Gold award system also recognised students across the year levels who'd demonstrated outstanding and consistent behaviour each semester.

Discouraging undesirable behaviour focuses on identification of the purpose of the behaviour, correction - reteaching for a more desirable behaviour alternative, restitution and where required, disciplinary consequences. Many students participated in correction for minor breaches of our code of conduct. For example, talking too often in class or being tardy. A small number of students were engaged in more serious correction, restitution and disciplinary consequences for major breeches of the code, for example fighting or behaving grossly disrespectfully.

School Opinion Survey Item : 2018	Parent Agreement	Student Agreement
My Child feels safe at this school	96%	90%
Behaviour is well managed at this school	81%	69%
Teachers at my school treat students fairly	96%	82%

We continued to offer a school Chaplaincy program 2 ½ days a week and included a breakfast club one day a week. Our Chappy delivered the Scripture unions, A2B program to develop leadership capacity in boys with three of the four school captains having successfully completed this course. PCYC engaged with students similarly, delivering the Team Up program. Central Queensland University and James Cook University delivered programs to engage students in thinking about their futures and the chance university may be a part of that.

Parents are encouraged to participate in the education of their child and others through classroom volunteer programs, P&C, Prep transition program and events like NAIDOC celebrations, parades, Discos, Sporting events and weekly parade.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	87%	96%
• this is a good school (S2035)	100%	79%	96%
• their child likes being at this school* (S2001)	97%	93%	100%
• their child feels safe at this school* (S2002)	97%	80%	96%
• their child's learning needs are being met at this school* (S2003)	90%	87%	96%
• their child is making good progress at this school* (S2004)	97%	87%	96%
• teachers at this school expect their child to do his or her best* (S2005)	97%	87%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	93%	100%
• teachers at this school motivate their child to learn* (S2007)	93%	87%	100%
• teachers at this school treat students fairly* (S2008)	90%	73%	96%
• they can talk to their child's teachers about their concerns* (S2009)	97%	93%	100%
• this school works with them to support their child's learning* (S2010)	97%	86%	100%
• this school takes parents' opinions seriously* (S2011)	86%	77%	96%
• student behaviour is well managed at this school* (S2012)	83%	60%	81%
• this school looks for ways to improve* (S2013)	86%	79%	96%
• this school is well maintained* (S2014)	97%	80%	88%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	91%	94%
• they like being at their school* (S2036)	92%	84%	91%
• they feel safe at their school* (S2037)	94%	81%	90%
• their teachers motivate them to learn* (S2038)	97%	97%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	89%	99%
• teachers treat students fairly at their school* (S2041)	85%	82%	82%
• they can talk to their teachers about their concerns* (S2042)	87%	86%	85%
• their school takes students' opinions seriously* (S2043)	82%	83%	83%
• student behaviour is well managed at their school* (S2044)	77%	66%	69%
• their school looks for ways to improve* (S2045)	96%	85%	93%
• their school is well maintained* (S2046)	97%	82%	89%
• their school gives them opportunities to do interesting things* (S2047)	94%	91%	87%

Percentage of students who agree [#] that:	2016	2017	2018
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* 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)	88%	88%	94%
• they feel that their school is a safe place in which to work (S2070)	94%	78%	92%
• they receive useful feedback about their work at their school (S2071)	79%	72%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	93%
• students are encouraged to do their best at their school (S2072)	92%	93%	94%
• students are treated fairly at their school (S2073)	90%	78%	83%
• student behaviour is well managed at their school (S2074)	73%	53%	71%
• staff are well supported at their school (S2075)	76%	56%	83%
• their school takes staff opinions seriously (S2076)	82%	58%	95%
• their school looks for ways to improve (S2077)	92%	95%	98%
• their school is well maintained (S2078)	96%	88%	83%
• their school gives them opportunities to do interesting things (S2079)	85%	79%	85%

* 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

Gordonvale State School has a strong tradition of parental support for the school. The Parents and Citizens Association meets on the third Wednesday of each month. The Principal and President meet every Wednesday morning to share information and monitor project progress. In 2018 the P&C raised considerable funds for the school via the Tuckshop, Stalls, and fundraising events.

Many parents volunteer for sporting, academic and social events or programs. Parents are valued volunteers in our reading programs, camps, excursions, sporting events and instrumental music. The Excelsior Program matches students with mentors (often parents) as students work in projects that concentrate on aspects of Environmental Sustainability. Excelsior has formally partnered with two parents through the Scientists in Schools program.

At the beginning of each semester parents are encouraged to attend cohort parent information sessions that outline what is to be studied during the course of the semester. Parents attend end of semester presentations as well as musical and choir events. Formal Parent/Teacher Interviews are held twice a year however, parents are encouraged to make appointments to see teachers during the school year to address emergent or ad hoc concerns.

We consult parents of students who are significantly behind the curriculum expectation for the age cohort and develop Individual Curriculum Plans in English and Mathematics. Parents sign off in agreement that their son or daughter will be working at a level other than the age cohort level and their assessment and report card grade will reflect this.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Positive Behavior for Learning approach promotes the development of positive relationships, behaviors and problem solving approaches for all students. We concentrate on teaching

children that expectations are a foundation that provide us all with certainty. Solving problems must always commence with talk, friendly at first then firm. Walking away from a confrontation is not cowardly, but constructive, providing each person time to cool off and consider options. Warning a person then reporting if behavior is persistent are the final steps.

While this is a PBL approach to managing student behavior in school, it's broadly applicable to the broader context of family and community life. Being grounded in positive psychology helps.

We offer the Bravehearts Ditto program as a personal safety program for younger students and invite Life Education or Family planning Queensland to deliver relationships based, puberty and development workshops for older students. Students with special needs are supported individually depending on the child's individual education plan goals and through these programs.

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	90	137	81
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	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 strives to implement the Environmental Sustainability philosophy of "Enough for All Forever." We value our natural environment and have decreased the use of water in cleaning activities, replacing hoses with blowers. However, as months become hotter, for longer, our use of air-conditioning for climate control has increased. This has impacted on our electricity usage. Replacement of some aging units with more efficient systems throughout 2018 helped restrict electricity use to a 2% increase above 2016-2017.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	361,717	257,578	261,913
Water (kL)	2,634	5,744	3,236

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

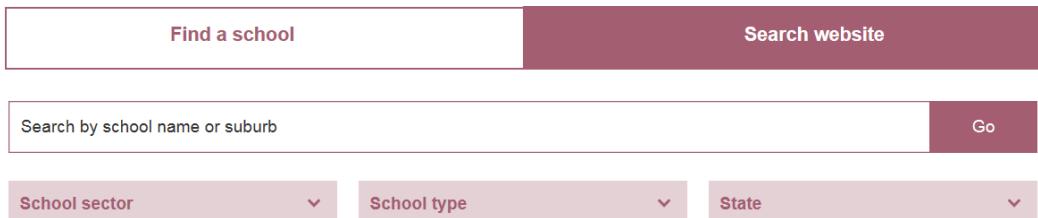
School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) 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	41	33	6
Full-time equivalents	35	20	<5

*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	2
Graduate Diploma etc.*	6
Bachelor degree	32
Diploma	1
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 **\$41352.15**

The major professional development initiatives are as follows:

- Whole staff personal strengths analysis – Clifton Strengths
- Teamwork and managing work / life commitments
- Australian Curriculum - English
- Australian Curriculum - Mathematics
- Mentoring beginning teachers
- Coaching teachers : pedagogy, behaviour management
- Non-classroom based staff networks and field days.

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, 97% 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	91%	89%	88%
Attendance rate for Indigenous** students at this school	85%	83%	82%

* 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

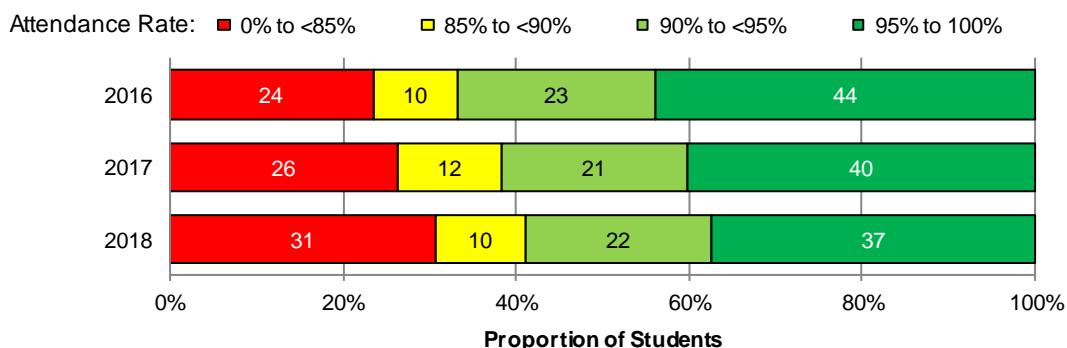
Year level	2016	2017	2018
Prep	91%	88%	87%
Year 1	90%	89%	90%
Year 2	91%	89%	88%
Year 3	90%	89%	88%
Year 4	91%	88%	89%
Year 5	92%	90%	88%
Year 6	90%	91%	88%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked in accordance with the afore mentioned policy SMS-PR-036. In 2016 we also commenced daily contact with the parent of any child absent without advice. This SMS based system is activated daily by our office administration team, once rolls are marked in the morning. The team review all attendance daily, identifying frequent consecutive student absence and make phone calls to families early each morning to follow up on unexplained absences where children are absent without notice for more than 3 days and in the case of "hotlist" children, every time they are absent without advice. Children monitored on a hotlist include, children in out of home care, children whose attendance has been recently reviewed and children being supported in regular attendance. All contacts are registered in student's record of contact.

Letters are sent out to parents of children whose attendance is below the benchmarks, or in danger of not making the thresholds, to alert these parents. A separate letter is sent to parents of prep children encouraging strong attendance.

We use the truancy process as outlined in the relevant policies to make formal written notification. Prior to any Notice of Compulsory Attendance letter being sent, we ensure that more than one phone call has been made to enquire about attendance and that any relevant circumstances have been discussed with the parent and support offered. We often engage our Police Liaison Officer to assist this process with students from indigenous families. The Principal and senior leaders make invitations to meet with every recipient of a Compulsory Attendance letter.

To encourage good habits, we run a weekly class attendance award that is presented on parade. The class with the highest attendance take charge of a trophy for the week. The cup is a prized addition to any classroom. We also track 100% attendance each term and recognise students with perfect annual attendance at our end of year Presentation Parade.

Class teachers make contact with parents to enquire about their student's attendance and highlight good practices.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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.