



Gordonvale State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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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 4,500. 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.

Principal's Forward

Introduction

Gordonvale State School is committed to our school vision which is focussed on creating active and informed citizens for the 21st century. Our vision identifies five key areas for building the citizenship skills of our students. These areas are Positive Identity and Relationships; Thinking, Reasoning and Communicating; Creativity; Citizenship and Democratic Processes and Sustainability.

These fundamental principles and values are encapsulated in the Five Citizens Roles: Healthy Citizen; Creative Citizen; Eco Citizen; Informed Citizen and Democratic Citizen. In order to achieve our vision we are growing a culture based upon a positive caring environment; high standards of work, behaviour and uniform; innovative and individualised learning pathways and high levels of student support.

The 2016 School Annual Report highlights important measures of school improvement and includes comment to qualify performance data. The common measures applied in this report match the Department of Education's Strategic Plan and are consistent with that reported in all state schools.

Student NAPLAN results and school Financial information are located at the Australian Curriculum and Reporting Authority's (ACARA) Website, MySchool. If you read this report electronically, follow



the highlighted links to access MySchool.

I trust you will find reading about our school's progress towards its improvement goals and reviewing the results detailed in this School Annual Report both informative and enjoyable. We are proud of what we are achieving at Gordonvale State School.

School Progress towards its goals in 2016

While the Annual Implementation Plan for 2016 identifies work in 6 of the 8 domains of the National School Improvement Tool, the 2016 explicit Improvement Agenda concentrated effort into the first 2 domains :

- Developing a Culture that Supports Learning
- Developing the Analysis and Discussion of Data

Progress against our improvement goals in the six domains is summarised below. Our work in each domain is described as a strategy that had associated actions. The Annual Implementation Plan was reviewed through our annual Internal School Review process, with the progress against targets reported as a "traffic light" colour.

Key **Substantially achieved** **Significant progress** **No progress**

Our **strategies** for improvement in 2016 ...

Improvement measures – where we looked to measure outcomes.

Developing a Culture that Supports Learning

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.

Build and maintain the cultural competence of staff to understand and appreciate the varying cultural backgrounds of students.

Develop a multi-modal communication strategy that promotes and maintains the school's expectations that all students will learn successfully.

Implement the Positive Behaviour for Learning system consistently across the school.

- School Opinion Survey, Key performance measures
- Participation of parents in decision making and consultation.
- Range and frequency of feedback sought from the school community.
- Currency, accuracy and range of information available in the community
- Teaching time lost to disruption
- Students receiving C or better for Behaviour on their semester report card

Developing the Analysis and Discussion of Data

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.

- Prevalence of Individual Curriculum Plans for students significantly behind curriculum expectations.

Strengthen school-wide data collection and analysis systems by including summarising, displaying and communicating data, including to parents and the school community.

Develop processes for regularly gathering input and feedback from students and parents.

Integrate into the responsibilities of school leaders, collaborating with their teams to review achievement data relating to their areas.

- Clarity and degree to which the school assessment plan supports learning.
- Key student learning data sets – Report card grades, Literacy and Numeracy, NAPLAN,
- Annual Performance Planning
- School opinion survey

An Expert Teaching team

Encourage and develop Professional Learning Communities that support teachers' achievement of professional learning goals through collaboration and co-development.

Develop and enable access to a suite of coaching options across all aspects of teachers' work to assist professional development and learning.

Embed a comprehensive data analysis framework in the professional supervision and feedback model.

Plan and implement leadership development actions that support teachers' career advancement goals.

- An annual professional learning plan for all staff referencing school strategic and annual plans.
- Performance development planning for teaching staff using the 4 stage, PDP process.
- School induction program meets HR standard.
- Beginning and returning teachers are mentored.
- Professional learning communities support teacher collaboration and co-development of practice.
- Supervision system for all teaching staff includes feedback and links to coaching and development.

Effective Pedagogical Practices

Develop the frequency and efficiency of checking for understanding as a core component of all pedagogical approaches.

Build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success

- Prevalence of consolidation pedagogy in Literacy and Numeracy.
- Prevalence of High yield teaching strategies in Literacy and Numeracy lessons
- Indigenous student performance year 3 Literacy, Numeracy
- Indigenous student performance, year 5 Literacy, Numeracy

Systematic Curriculum Delivery

Establish and implement curriculum development protocols based upon a Universal Design for Learning.

Develop staff capacity to use aligned curriculum assessment processes to clarify learning intentions, diagnose details of student learning (eg, strengths and gaps in knowledge and understanding), and to monitor learning progress across the years of schooling.

Enhance and implement moderation processes that encourage frequent comparisons of student work within and across cohorts.

- School Performance Review Systematic Curriculum Delivery. Prep enrolment
- Regional Literacy performance measures
- NAPLAN Year 3,5 all performance areas
- NAPLAN Year 5 all performance areas.
- Regional Numeracy performance measures



- Students receiving C or better for Achievement on their semester report card
- Indigenous student performance measures

Differentiated teaching and learning

Support teachers to plan critical content for English and Mathematics acknowledging the learning needs of Some, Most and All students in the class

Increase teachers' capacity to interpret assessment results to guide ICP design.

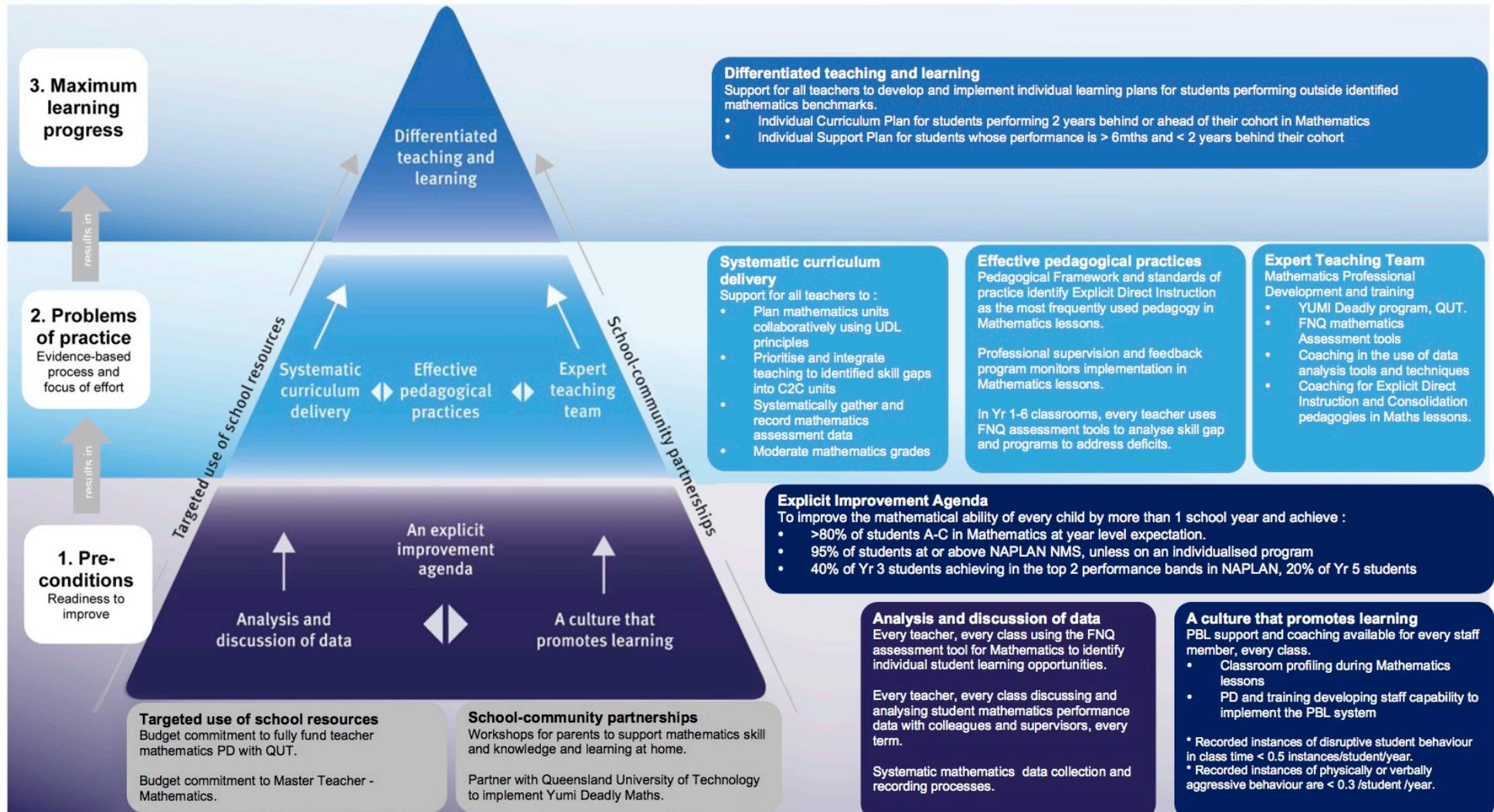
- Curriculum design matches UDL principles
- Individual Curriculum Plans
- Nationally Consistent Collection of Data results

Future Outlook

In 2017 our school's Explicit Improvement Agenda focuses our attention on improving the outcomes for students in Mathematics. It references the 8 domains of the National School Improvement Tool, but looks at each through the lens of mathematics. A graphic representation follows.



2017 Focus area Mathematics



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	603	286	317	188	90%
2015*	621	291	330	192	91%
2016	583	289	294	195	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

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 2016 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 Ste 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 30% 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	22
Year 4 – Year 7	26	26	26
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

In 2016, 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 commenced planning English and Mathematics using the Universal Design for Learning (first defined by David H. Rose, Ed.D. of the Harvard Graduate School of Education) in year 3 and 5. Complementing this, we implemented Individual Curriculum Plans for all students working 2 years or more behind their cohort. Throughout 2017, we will expand this curriculum planning approach for mathematics 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 Writer programs boost children still in the emergent phases in year 1 and 2 and engage parents similarly.

Extra curricula 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 Mulgrave District Sports area. Through Mulgrave Sport students participate in Gala Days and teams representing Mulgrave at Peninsula trials. 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 improve 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. 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 2016 was in it's the fifth year of implementation. 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 2016 lessons were revised and new ones created to meet the needs of students. Teaching expectations targeted every child in 2016.

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 student 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 2016. 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 more a 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.

Pastoral care programs featured strongly in 2016 with the Student Support Team monitoring individual student cases. The opening of the Early Years Centre in 2016, bordering our school, provided an increased level of support and assistance to families of children under 8.

We continued to offer a school Chaplaincy program 2 days a week and included and in partnership with The Boost Academy delivered a breakfast club one day a week. The Academy also provided trained facilitators to deliver the "Holy Oak, Drumbeat program to 10 boys in our school, culminating in a performance for the whole school.

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)	95%	94%	97%
this is a good school (S2035)	95%	89%	100%
their child likes being at this school* (S2001)	95%	94%	97%
their child feels safe at this school* (S2002)	100%	94%	97%
their child's learning needs are being met at this school* (S2003)	100%	94%	90%
their child is making good progress at this school* (S2004)	95%	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	97%
teachers at this school motivate their child to learn* (S2007)	95%	94%	93%
teachers at this school treat students fairly* (S2008)	90%	89%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	97%
this school works with them to support their child's learning* (S2010)	95%	89%	97%
this school takes parents' opinions seriously* (S2011)	90%	89%	86%
student behaviour is well managed at this school* (S2012)	86%	89%	83%
this school looks for ways to improve* (S2013)	100%	94%	86%
this school is well maintained* (S2014)	76%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	97%	94%
they like being at their school* (S2036)	96%	90%	92%
they feel safe at their school* (S2037)	96%	77%	94%
their teachers motivate them to learn* (S2038)	99%	81%	97%
their teachers expect them to do their best* (S2039)	99%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	90%	92%
teachers treat students fairly at their school* (S2041)	91%	93%	85%
they can talk to their teachers about their concerns* (S2042)	91%	90%	87%
their school takes students' opinions seriously* (S2043)	85%	83%	82%
student behaviour is well managed at their school* (S2044)	83%	68%	77%
their school looks for ways to improve* (S2045)	99%	93%	96%
their school is well maintained* (S2046)	95%	81%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	85%	88%
they feel that their school is a safe place in which to work (S2070)	100%	90%	94%
they receive useful feedback about their work at their school (S2071)	86%	71%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	77%	94%
students are encouraged to do their best at their school (S2072)	97%	95%	92%
students are treated fairly at their school (S2073)	94%	89%	90%
student behaviour is well managed at their school (S2074)	86%	79%	73%
staff are well supported at their school (S2075)	86%	75%	76%
their school takes staff opinions seriously (S2076)	91%	83%	82%
their school looks for ways to improve (S2077)	100%	97%	92%
their school is well maintained (S2078)	89%	85%	96%
their school gives them opportunities to do interesting things (S2079)	94%	85%	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 2016 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.

In partnership with Hambledon House, at the beginning of 2016 our playgroup transitioned a Families as First Teachers approach and moved into the to the Early Years Centre, operating on Thursday mornings.

Our school enjoys the support of community organisations whose charter is to engage parents with their children's education. PACE (Parent and Community Engagement) officers funded through the Cairns Early Years Centre transitioned to FACES in the new financial year.

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. By the end of 2016, we'd created plans for every eligible student, working 2 years or more behind their cohort.

Respectful relationships 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

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	64	69	90
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	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

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 aging units with more efficient systems throughout 2107 is expected to help decrease electricity use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	308,540	3,448
2014-2015	324,613	12,011
2015-2016	361,717	2,634

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

GO

Sector:

Government

Non-government

SEARCH

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

School 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	45	33	<5
Full-time Equivalents	38	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	6
Bachelor degree	35
Diploma	3
Certificate	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*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 \$16527

The major professional development initiatives are as follows:

Literacy teaching development

- How Language Works – 22 participants. Developing a deep understanding the structure of English.
- Reading skills updates and training
 - Oral Language training
 - Phonemics / Phonics
 - Vocabulary
 - Comprehension
- Writing – Increasing teachers understanding of and skills in developing writing.

Developing teaching skills

- Pedagogical Coaching
 - Explicit Instruction
 - Direct instruction programs
 - Developing active student engagement
- Mentoring beginning teachers
- One School training
- Business Services Managers network and bi-annual conference
- Using the Essential Skills for Classroom Management

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% 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).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	85%

*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%.

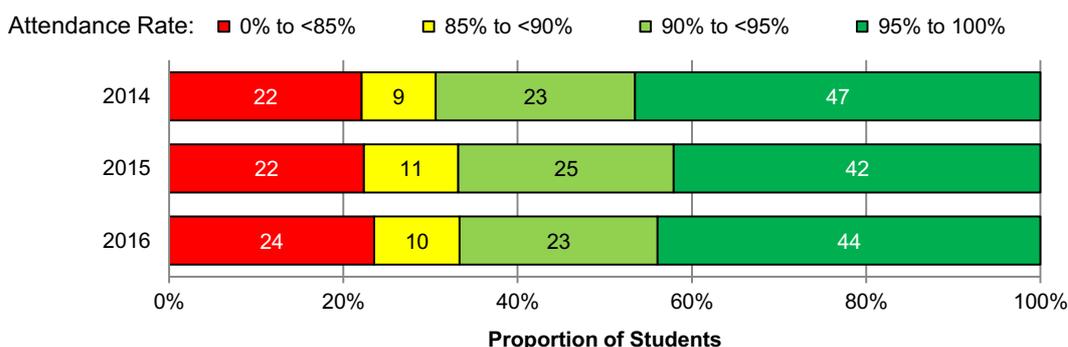
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	90%	92%	92%	93%	91%	91%						
2015	91%	92%	90%	93%	91%	91%	89%						
2016	91%	90%	91%	90%	91%	92%	90%						

*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.

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 engage our PACE officers to assist this process with students from indigenous families. The Principal makes 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 reward these students with a free excursion or special activity during the following term.

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 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.