



Coowonga State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Established in 1897, Coowonga State School is a multi-age, co-educational rural school situated thirty kilometres from Rockhampton along the Emu Park Road. The core values of the school are respect, responsibility and safety. These are the foundations upon which our inclusive and supportive school thrives. Our vision statement is 'Learn for Life and we work closely with the broader community to ensure students build their self confidence and passion for learning within school and beyond.

Our students are supported to achieve success with learning across two classrooms. These environments are structured to successfully deliver a curriculum that is universally designed for the diverse needs, interests and strengths of every student. The Australian Curriculum is implemented across all year levels and is enhanced through opportunities for real-life application. Our students also have the opportunity to participate in a variety of interschool activities and regional competitions to develop strong relationships with peers from around the region and further ingrain a value of the far reaching benefits of education.

We are extremely proud of our students, our staff, our community and our school and all that we achieve together.

Principal's Foreword

Introduction

This report outlines the progress and strategic direction of Coowonga State School during 2017. The content of this document meets both the Queensland and Federal Government's annual reporting requirements for school. Families and other interested persons can access the report online at www.coowongass.eq.edu.au or on request receive a paper copy through the school office.

School Progress towards its goals in 2017

Our explicit improvement agenda for 2017 focused on striving to develop students' literacy and numeracy capabilities and to use technology to enhance engagement across all learning areas.

Priority 1 – Creating literate individuals

Staff were upskilled in the Speech Sound Pics approach to teaching literacy and supporting resources were purchased to enhance literacy learning across Prep to Year 6. Through working collaboratively to implement aspects of this approach across the teaching of the Australian Curriculum, students' literacy skills have improved allowing for easier access to all elements of the curriculum.

Priority 2 – Creating a contemporary and future focused organisation

Experts in Lego Robotics from the Livingstone Shire Library were invited to Coowonga State School to engage students in using robotics to solve problems. All Senior students participated in this program and continued to utilise these skills for the remainder of the year through classroom activities. Staff worked collaboratively with the P&C to fund new equipment including iPads and EV3 robotics kits to enable students to further develop their skills. This work has continued into 2018 with students preparing to participate in the RoboCup Challenge hosted by CQUni.

Priority 3 – Creating numerate individuals

Staff continued to work collaboratively to develop students' numeracy capabilities. This included establishing a consistent understanding of the mathematical standards of the Australian Curriculum, unpacking mathematical terms and how to teach them and explicitly teaching mental computation strategies to aide calculations across curriculum areas.

Future Outlook

Our explicit improvement agenda for 2018 focuses on developing consistent school-wide teaching and learning expectations in regards to reading, wellbeing and the 8 learning areas to enable the full implementation of the Australian Curriculum.

Priority 1 – Creating literate individuals

Staff will research and work collaboratively with peers within and across schools to develop their understanding of quality reading practices. Using the information found through this research, staff will unpack how to explicitly teach students to reach the reading demands within each assessment task. Our target is for staff to complete this process for each summative assessment task. Through consistently embedding reading development across each learning area, monitoring student progress, empowering students to set their own goals and celebrating reading achievements with parents and the community, we have high expectations that every student will improve. Our target is for 90% of students to meet all of the markers for their appropriate year level cluster within the Literacy Continuum. To ensure these practices are implemented effectively and consistently we will work collaboratively to develop and document school-wide processes.

Priority 2 – Implementing the Australian Curriculum

We are implementing the Australian Curriculum across all year levels in 2018. To ensure consistent teaching and learning expectations, we are developing a Whole School Curriculum Plan that outlines the teaching of content across year levels, subjects and calendar years as well as a Pedagogical Framework that outlines the evidence-based teaching approaches enacted across classes. Our target is to have these plans completed by the end of the year and each teacher using these frameworks to inform their planning. We are also collaborating with other schools to enhance visible learning and assessment within our teaching practices to ensure every student is provided with the support they require to achieve success. This is through participation in inter-school moderation, the Curriculum Leader's Community of Practice, regular cluster meetings and planning days. Our target is to have visible learning walls for English and Mathematics embedded into each classroom and consistent curriculum knowledge across staff.

Priority 3 – Student Wellbeing

In 2018 we will establish an inclusive whole school approach to supporting students' wellbeing. Staff have been trained in the Zones of Regulation and have collaborated with teachers from other schools as well as specialists including the Occupational Therapist, Speech Pathologist and Autism Coach to identify how to explicitly teach and embed these effective and positive wellbeing strategies into daily routines and Health curriculum learning. Our target is that using these strategies will enable 90% or higher whole school attendance and students with Individual Student Plans achieving all of their goals. Time is dedicated at each staff meeting to share, support and challenge current social and emotional strategies being implemented in order to ensure there is consistency in language and practice across staff. Staff will track students' development of wellbeing practices using the learning continuum of the General Capability – Personal and Social Capability and complete targeted plans for students who require additional support using Functional Behaviour analysis. Our target is for 90% of students to meet the descriptors of their appropriate level within the Personal and Social Capability learning continuum. We will update the school-wide Responsible Behaviour Plan to reflect these changes in how we respond to behaviour at school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	19	4	15	2	82%
2016	22	7	15	3	84%
2017	23	11	12	3	80%

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

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

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

Characteristics of the Student Body

Overview

Coowonga State School is located 30 minutes out of Rockhampton along the Emu Park Road. Students traditionally come from the rural properties within the Coowonga locality however our population is becoming increasingly more geographically diverse with families enrolled from the Coowonga, Keppel Sands, Emu Park and Yeppoon areas. The majority of students come from rural to semi-rural backgrounds with parents whose primary occupations are in primary production, mining or health care industries.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	11	11	12
Year 4 – Year 6	10	11	11
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Coowonga State School we believe that every child matters every day and that all students can achieve success. Our vision is for every child to leave Coowonga State School with the skills above and beyond what is required to engage with further learning opportunities throughout the rest of their lives. We achieve this through:

- Providing structured routines within timetables to build familiarity for students and prioritise English, mathematics and science learning.
- Small class sizes which enable high student-teacher interaction, personalised learning for students based on their needs, interests and strengths, and age-appropriate pedagogical approaches to be used.
- Regular consultation with regional Support Teacher, Autism Coach, Speech Therapist and Occupational Therapist which allows for early identification and intervention for students requiring support and classrooms to be universally designed for all students to access learning.
- Implementing Version 8 of the Australian Curriculum adhering to time allocations.

English	<ul style="list-style-type: none"> • Implemented by core teachers. • Taught each day in peak learning times. • Targeted teacher-aide support during this time to allow for small, focused groups working at students' own levels. • Skills extended across other learning areas through the use of SSP learning tools and the literacy continuum.
Maths	<ul style="list-style-type: none"> • Implemented by core teachers. • Taught each day in peak learning times. • Targeted teacher-aide support during this time to allow for small, focused groups working at students' own levels. • Skills extended across other learning areas through emphasis on developing efficient mental computation strategies.
Science	<ul style="list-style-type: none"> • Implemented as a specialist subject for Juniors. • Implemented by core teacher for Seniors. • Biological Sciences, Earth and Space Sciences, Chemical Sciences and Physical Sciences are each taught for one term each year. • Learning covers the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.
Humanities and Social Sciences (HASS)	<ul style="list-style-type: none"> • Implemented as a specialist subject for Juniors. • Implemented by core teacher for Seniors. • Knowledge and understandings of history, geography, civics and citizenship and economics and business are embedded within units. • Inquiry skills and concepts of disciplinary thinking are explicitly taught and used to engage with the content presented in HASS.
The Arts	<ul style="list-style-type: none"> • Implemented by both core and specialist teachers. • Covers five arts subjects including dance, drama, music, visual arts and media arts. • Each subject is taught once across the year level band. • External specialists enhance learning in this area.
Technologies	<ul style="list-style-type: none"> • Implemented by both core and specialist teachers. • Covers both Design and Technologies and Digital Technologies. • Enhanced through engagement with the Stephanie Alexander Program, RoboCup competition and various agricultural activities. • Skills extended across other areas through the use of design and technology skills. • Complimented by the development of ICT skills across the curriculum.
Health & Physical Education (HPE)	<ul style="list-style-type: none"> • Physical Education is implemented by a specialist teacher. • Enhanced through engagement with the Sporting Schools program, connecting with external specialists and engaging with interschool activities and competitions. • Students participate in 3 carnivals a year with lead up skill training – Swimming, Athletics and Cross Country. • Health is implemented by the core teacher. • Enhanced by the Zones of Regulation being embedded within classrooms. • External specialists and programs enhance learning in this area.
Languages Japanese	<ul style="list-style-type: none"> • Japanese is implemented by a specialist teacher. • Covers understanding and communicating using the Japanese language as well as developing cultural awareness. • Enhanced through engagement with external programs and interschool activities.

Co-curricular Activities

At Coowonga State School we provide a range of co-curricular activities to enhance students' learning.

All students are provided with the opportunity to engage with:

- Bi-annual camps to various regions around Queensland.
- Stephanie Alexander Program
- Term long swimming program
- Farm Safety Activities and Competition
- RSPCA Emu Program
- Landcare Community Presentations
- Weekly Religious Instruction
- Sporting Schools program including Sailing, AFL and Basketball
- After school Athletics Training
- Before school Cross Country Training
- School Discos
- Book Week Celebrations
- Day for Daniel
- Life Education
- DAF Game of Drones
- Interschool Basketball Workshops
- Japanese Tyke-Oh Drumming
- Queensland Day Beef to Beach Festival
- Beef Week Excursion
- Interschool Gala days
- QCWA Competitions and Workshops
- Drone Workshops
- Rats of Tobruk ANZAC Day Service

Junior students are provided with the opportunity to engage with:

- Under 8's Romp in the Park
- Playgroup
- Emu Park Museum Excursion
- Joskeleigh Excursion
- Pre-Prep Transition Program

Senior students are provided with the opportunity to engage with:

- RoboCup
- Rockhampton Eisteddfod
- Weekly Interschool Friday Sport
- Rugby League Development Cup
- Weekly Interschool Robotics Workshops
- Cluster Leadership Days
- GRIP Leadership Conference
- Dreamtime Cultural Centre Excursion

How Information and Communication Technologies are used to Assist Learning

Coowonga State School has a strong student to digital device ratio.

Students have access to:

- 1 large and mobile ActivInspire Interactive Whiteboard
- 15 iPads
- 5 laptops
- 12 desktop computers

- 2 EV3 Robotics Kits
- 3 Lego Mindstorm Robotics Kits
- 4 Mousebot Kits

Students utilise these tools across all learning areas with explicit support from teachers. Staff are proficient in embedding the use of ICT skills into everyday learning and have worked collaboratively with staff from other schools to develop a variety of activities that explicitly teach, consolidate and extend students' knowledge of the topics being learnt across learning areas. Students are taught to communicate their ideas digitally, manipulate images and texts, program robots and software and showcase the learning they are doing across learning areas, including English, maths, science and the arts through the development of multi-modal presentations. Our students construct and present information for parent information nights and other community events using digital software. We aim to continue building our students' ICT capabilities to prepare them for the future and increasing our student to digital device ratio to enable more individualised and frequent engagement with these tools.

Social Climate

Overview

Coowonga State School's Responsible Behaviour Plan outlines the high expectations we have for our students to follow the values of respect, responsibility and safety in all of their activities. These values are known and enacted by all school community members and form the foundations upon which our inclusive and supportive school thrives. We set clear expectations for behaviour within each area of the school and all staff are expected to engage in constant positive role modelling of what is expected.

Due to the close knit nature of our school, we are able to personalise our approach to student wellbeing. Teachers work closely with parents and other support staff when needed to identify student needs and understand the function behind student behaviours. Through being proactive, we are able to efficiently provide the support students need to positively engage with learning and peers. At Coowonga State School we pride ourselves on being an inclusive and supportive community and therefore bullying is not accepted. Any reported incident of bullying will be investigated and actions taken will include targeted support for victims and perpetrators in line with our Responsible Behaviour Plan.

We explicitly focus on student wellbeing through our whole school approach utilising the Zones of Regulation across both classes. This provides a framework for students to identify their emotions, utilise strategies for self-regulating their behaviours and take responsibility for their actions. Each day students track their emotions and identify strategies to enable them to work effectively on given tasks. Each week teachers explicitly focus on developing positive strategies for dealing with different emotions, situations and behaviours as part of our Health curriculum. We also focus time during staff meetings to discuss the wellbeing of members of our school community and ensure our practices are meeting the needs of each individual.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	80%
this is a good school (S2035)	100%	100%	80%
their child likes being at this school* (S2001)	100%	67%	100%
their child feels safe at this school* (S2002)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child's learning needs are being met at this school* (S2003)	100%	100%	80%
their child is making good progress at this school* (S2004)	100%	67%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	75%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	67%	67%
teachers at this school motivate their child to learn* (S2007)	100%	67%	80%
teachers at this school treat students fairly* (S2008)	100%	67%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	80%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	67%	100%
this school looks for ways to improve* (S2013)	100%	100%	75%
this school is well maintained* (S2014)	100%	100%	60%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	87%	100%
they like being at their school* (S2036)	100%	87%	100%
they feel safe at their school* (S2037)	100%	93%	100%
their teachers motivate them to learn* (S2038)	100%	93%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	93%	100%
they can talk to their teachers about their concerns* (S2042)	100%	87%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	93%	83%
their school looks for ways to improve* (S2045)	100%	93%	100%
their school is well maintained* (S2046)	100%	87%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	88%	89%	100%
they feel that their school is a safe place in which to work (S2070)	88%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	78%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	88%	78%	100%
their school takes staff opinions seriously (S2076)	88%	75%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Coowonga State School works closely with parents and the wider community to enhance student learning and wellbeing. We value the role of parents and families as integral members of the school community and as partners in their children's education and, as such, take deliberate actions to maintain and build effective relationships.

Communication

We encourage and pursue regular communication with parents and community members. We facilitate this through fortnightly newsletters and parades which share school events, classroom learning, community events, advice from experts, P&C news, unpacking of the language of learning and celebrations of student success with parents and community members. Our school's Facebook page is also active with photos from events, reminders of dates and celebrations of success shared regularly. The close knit nature of our school community enables frequent interaction with parents face-to-face, with a focus on sharing positives about students' progress and goals and monitoring student wellbeing. SMS and phone calls are also used to contact parents and ensure all families are kept up to date with student learning and wellbeing.

Partnerships with Parents

Coowonga State School values the vital role of parents as first educators in their children's lives. As such, we believe it is integral to develop parents' awareness of their ability to improve their children's learning and wellbeing. We do this through offering termly meetings with teachers to discuss individual goals and strategies to facilitate success in these areas. To gather further information about what parents would like further information or support with, we send home surveys each term and offer workshops for parents on a focus areas of the school based on these responses.

Community Collaboration

Coowonga State School collaborates with many community organisations to enhance student wellbeing and make learning more authentic and connected for our students. We have longstanding relationships with the following organisations:

- Rats of Tobruk – Student engagement in annual ANZAC Day ceremony and activities throughout the year to develop students' resilience, bravery and courage.
- Darumbal Elders – Engagement with NAIDOC week activities, development of a yarning circle and commemoration of Coowonga State School's heritage in conjunction with adopted elder Aunty Joyce.
- Don Ireland Swimming Pool – Facilitates our term long swimming program and hosts the Small School's Swimming Carnival.

We also regularly engage with Life Education, the Rockhampton Eisteddfod, the Dreamtime Cultural Centre, Landcare, the RSPCA, local schools and various departments of the Livingstone Shire Council to enable our students to engage with events and other opportunities to extend their learning.

Individual volunteers also play a valuable role in enhancing our students' learning. We have a Religious Instructor who visits our school once a week, a chaplain who supports our community 2 and a half days a week and a volunteer who supports us to implement the Stephanie Alexander Program.

Decision Making

Our P&C is a strong group which involves the majority of our families. This group of dedicated community members collaborates with the principal and school staff to inform important decisions about the future of our school. We support P&C members to develop their skills through accessing P&C QLD training and workshops. All families are encouraged to provide feedback and recommendations on how we can continue to grow and develop our school as a place of learning for our students and as a hub for the community. Through collaborating together we are able to host events that benefit our students, such as discos and fortnightly tuck-shop, fundraise to purchase items that extend the opportunities our students have access to, such as robotics kits and sports equipment, and hold working bees to improve elements of the school environment. Our monthly P&C meetings allow an opportunity for staff to gather feedback to inform school policies and practices and these are enacted to ensure the local needs are being met.

School Culture

Coowonga State School welcomes all families and aims to facilitate mutually respectful relationships across its community. Staff are conscientious of the backgrounds, beliefs and cultures of our students and work closely with parents to ensure school activities meet the needs of all students. We celebrate significant cultural days and encourage parents to be involved with these events. We work closely with parents whose children have diverse needs and require adjustments to access and fully participate in school. This includes daily feedback and regular discussion of progress made and changes required. Students are engaged with a variety of activities within curriculum learning to enhance awareness, acceptance and inclusion of students with diverse learning needs, backgrounds, cultures and beliefs to ensure all students feel safe and supported at school.

Respectful relationships programs

Coowonga State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships as part of our Health program. This is based on the Australian Curriculum and engages students with concepts such as personal safety and awareness, increasing gender equality and conflict resolution. Through engaging with these concepts, students are taught how to identify, prevent and respond to abuse and violence, resolve conflict without violence, and recognise, react and report when they, or others, are unsafe. This is enhanced through the explicit teaching of our school values of respect, responsibility and safety as well as our implementation of the Zones of Regulation.

Being a small school, changes in the wellbeing of students or staff can be quickly identified and thus action can be taken quickly to support that person. Outside agencies which support respectful relationships at our school during a year may include Life Education, Bravehearts, Sporting Schools and the Daniel Morecombe Foundation.

School Disciplinary Absences

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

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

Environmental Footprint

Reducing the school's environmental footprint

Coowonga State School is committed to reducing our environmental footprint through a variety of strategies. The school's solar panels, rainwater tanks and power-saving processes (turning off unused lights, fans and air-conditioners) are the backbone to reducing this. The students have recycle bins to separate paper, plastics and food scraps. The cleaner manages the removal of the school's general and recyclable waste and uses the appropriate bins to sort these. Our food scraps are placed in compost bins and used to fertilise our garden beds after thorough decomposing has taken place. Our students are engaged in the process of being effective ecological citizens through this process.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	9,458	
2015-2016	6,817	
2016-2017	15,500	

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.

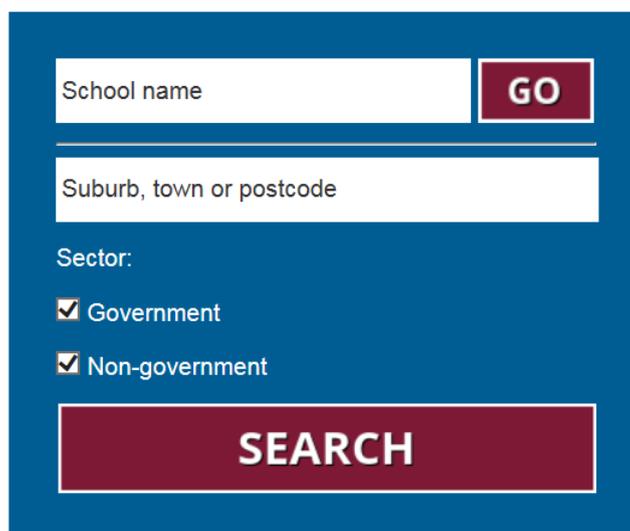
School Funding

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

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

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$7247.30

The major professional development initiatives are as follows:

- Principals' State Conference
- Cleaners' Training
- State School Roadshow
- Mandatory Training
- Staff Wellbeing
- Collegial Planning across Schools

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	92%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	94%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	89%	71%

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

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

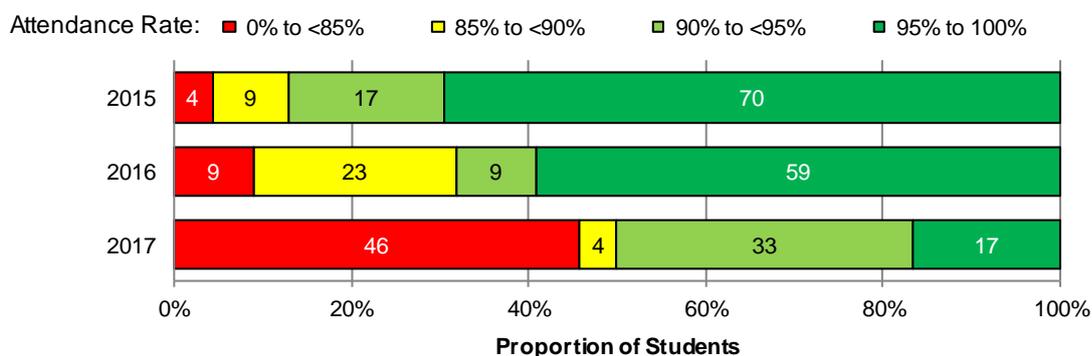
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	99%	97%	97%	93%	99%	98%						
2016	DW	90%	99%	93%	94%	91%	95%						
2017	77%	88%	82%	90%	97%	85%	79%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are electronically marked every morning and afternoon. Notified absences are marked accordingly. If there is an unexplained absence, parents are contacted via text message or phone call to explain their child's absence if they have not already notified the school. This is part of our Same Day Notification process. The school's mobile thus holds the record of evidence of this contact and messages are recorded on OneSchool. Students arriving late or leaving early are also recorded on OneSchool with the time recorded.

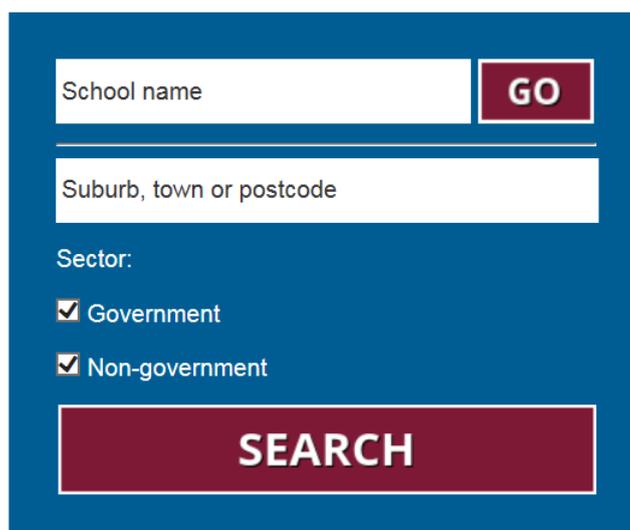
In the case of repeated non-attendance, the school contacts parents personally to address the reasons for the repeated non-attendance and organises to meet with the student's parent or carer to seek out a solution. Positive pro-active strategies are utilised as much as possible including regular face-to-face discussions of student progress with parents, rewards for regular attendance, champions for students of concern, regularly engaging in conversations with students and parents about interests and experiences outside of school to build relationships and advertising the benefits of attendance and risks of non-attendance in newsletters. Should the issue still not be resolved, the school follows all DoE policies, including formal letters to parents and notifying Department of Communities (Child Safety) regarding the issue.

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, it says "Sector:" followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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.

Conclusion

Our school is progressing towards our goal of fully implementing the Australian Curriculum by 2020 and successfully engaging each student in every lesson through the use of universal design for learning. We are proud of the progress we have made towards these goals and towards developing strong relationships with parents, community organisations and schools around the region to enhance the opportunities our students have access to throughout 2017. We believe these are integral to enacting our school's vision of 'Learn for Life' and to ensuring every student is succeeding in our school.