Urangan Point State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Urangan Point is a fast growing Band 8 school located at the tourist end of Hervey Bay. Urangan Point is a primary school providing quality education for all students from Prep through to Grade 6. Our school serves a diverse community which is made up of families who have made educated choices to transport their children to school, families who reside in a range of living situations; and families from various cultural and religious backgrounds. Our school draws its enrolments predominantly from the local area; however, there are children who travel from Booral, River Heads, Torquay, Pialba, Dundowran and Toogoom.

At Urangan Point State School we:

- Encourage our children to strive to be active citizens in a learning community;
- Aim to provide quality education in a safe, tolerant and disciplined environment, where everyone is encouraged to take responsibility for their own behaviour;
- Prepare our students for an active role in our democratic society. There is a strong focus on high expectations, equity, inclusiveness and the building of social responsibility.

We have a cohesive community where we work together to achieve the best for the children. We celebrate success, recognise that different people learn in different ways and we strive to provide an environment which nurtures this belief. We endeavour to build relationships with all students and their families, so that we can maximise the child's learning outcomes.

Our Core Values are:

- ✓ Respect;
- ✓ Responsibility;
- ✓ Caring and;
- ✓ Safety.

We believe:

- ✓ Every child is unique and deserves the right to be treated with respect, understanding and courtesy;
- ✓ That children are individuals and each should be provided the opportunity to reach their full potential;
- ✓ By fostering relationships through open communication within the community we work as partners to provide quality education;

All students have the right to be educated in a safe and nurturing environment.

School progress towards its goals in 2015

At Urangan Point State School, we have 4 Strategic School Priorities. Listed below are the Directions, Goals and Strategies we implemented in 2015;

1. *Successful Learners* –

Analyse Student Data

- Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher expertise in data analysis to inform effective teaching and learning.

Improve Student Attendance

- Analyse trends in student attendance and implement strategies to increase student attendance to 93% in primary years.
- In consultation with the community, staff and students; develop and implement Urangan Point State School Attendance Policy.

Cater for Student Needs

- Implement strategies to cater for students' academic, social and emotional needs.
- Develop and implement Intervention Programs for Prep & Grade 1 (Speech Language), Grades 2-5 (LLI – Levelled Literacy Intervention) and Grade 2 (LIFT – Literacies Intervention Focused Teaching).

Upper 2 Bands Priority

- Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep).
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, Literacy Coach, Master Teacher initiative).
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations.

NAPLAN Strategy

- Curriculum Committee to complete a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN.
- Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B.
- Implement strategies to support the Teaching of Reading, Writing and Numeracy in Grades 2,3,4 & 5.

Student Welfare/Social Emotional Growth Strategy

- Employ teacher to act in Student Welfare role: with specific targets on reducing SDA's and behavior referrals, increasing positive play options in playground, developing whole school behavior plan and mentor student leadership team (support with purchased teacher aide time to be allocated on a referral process).
- Enhance Positive Reward Program across all year levels and increase communication to parents and staff.
- Implement Social Skills program 'Quest' (Lionsquest Skills for Growing/Adolescence) and appropriately staff and resource program.
- Enhance Chaplaincy position to include provision to support all of the above initiatives (four days a week).

Closing The Gap Strategy

- Close the educational gap for all Indigenous students and develop a culture of high expectation for these students.
- Revise and review the Individual Learning Plans for all Indigenous students (integrated in 2011).
- Maintain and enhance existing Indigenous Education Work employment to facilitate liaison opportunities with families and cultural stakeholders.
- Continue to facilitate Yurangan Indigenous Playgroup once a week.
- The Aboriginal and Torres Strait Islander working party will meet once per term (two of these meeting will include ATSI Community Elders).
  Develop an ATSI Parent's Group and have this body elect a nominated P&C Representative to attend P&C meetings and advocate for Indigenous students and families (Term 1, 2015).

2. *Great People* –

ACARA Priorities

- Embed English, Mathematics, Science, History & Geography (National Curriculum) using the C2C resource ensuring alignment with community expectations.
- Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) using the C2C resource.
- Familiarize staff with the curriculum area "Health and Physical Education, Technologies, Languages & The Arts" using the C2C resource in preparation for implementation in 2016 and in line with roll out protocols.
- Continue to align and embed Australian Curriculum in all settings and provide priority time allocations to key KLA's.

- Implement the North Coast Region: *"A Guide to School Based Assessment Tools and Year Level Expectations".*

Literacy Priority

Continue to embed a balanced reading program.

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
  1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.

- Align reading framework to *Pearson's Gradual Release of Responsibility Model* (Refer Framework for the Teaching of Reading)
- Ensure the 5 aspects of reading are explicitly addressed ie:
  1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World

- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of *inference* eg:
  Cars and Stars; QAR, Sheena Cameron Comprehension Strategies.

- Embed **comprehension strategies** into the reading procedures.
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback.**
- Reinforce structures learnt from Pat Edgar PD (2009-2013).

Develop and embed a balanced writing program

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
  1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing.

- Embed Sheena Cameron writing strategies into the writing procedures.
- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model.
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing.
- Reinforce structures learnt from Pat Edgar PD (2009-2013).

Numeracy Priority

- Embed *Numeracy Rich Routines* that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M.
- With PEAAC support and cluster opportunities *(Best Practice Networks),* develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics.
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines,, Part/Whole relationships, Reasoning and Estimation.
- Practice and deepen number facts.
- Numeracy warmups in a Grade 3 class, including Action Research Project, (extending to whole cluster in 2016 and whole school in 2017).

Master Teacher

- Develop opportunities for Master Teacher to work alongside Literacy Coach and teachers to improve teaching practices in English and Mathematics.

ASOT

- Continue to develop and embed an overarching Curriculum Framework based on ASOT.
- Investigate and implement Design Questions (5,6,7 & 9) - (What will I do to?) and (What will I do to?) of the ASOT framework.

Moderation

- Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice.

BPN Priority

- Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities).

Personnel

- Maintain Classroom Teacher Aide strategy (Prep to Grade 4, one per class to cover Core Literacy and Numeracy learning times) and implement and embed targeted Teacher Aide support in the following areas; Indigenous Education, Speech Language program, Special Needs and Student Welfare.

Annual Performance Development Plan for Teachers

- Embed the plan with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Teaching staff plans align with AITSL: Australian Professional Standards for Teachers.
- Consultation and feedback structures are in place and occur in a timely manner (Once a term).
- Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices.
- Implement processes to monitor staff and personal wellbeing.

Success Team Strategies

Embed strategies developed through Semester 2, 2015.

Learning Communities

- Principal Performance Development Plan in place with ARD with clearly identified leadership focus.
- Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.
- Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.
- Enable teachers to engage in effective coaching opportunities to improve teaching practices.
Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.

3. *High Standards –*

Explicit Improvement Agenda

- Analyse whole school trends to develop an explicit improvement agenda.
- Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.

Curriculum Teaching and Learning/ Discipline Audit

- Continue to implement recommendations from 2011 audit;
- Further embed the monitoring and evaluation of targets for Literacy and Numeracy and ensure that the school's Data Collection Schedule is annually collected and the individual student performance data is analysed and used to provide evidence of successful planning and teaching.
- Continue to promote the development of a learning environment that has high expectations and is respectful, tolerant and promotes high levels of intellectual rigour and engagement.
- Enhance all intervention processes (all year levels) and review to include early identification and individual tailored programs eg, Indigenous ILP's, Speech Language Intervention in Prep/Grade 1 and ILP's for students achieving below the National Minimum Standard.
- Continue to provide opportunities for staff to peer mentor and/or coach best teaching practice strategies.
- DP and Principal will audit teacher timetables and planning each term to ensure intended curriculum and time allocations are met and that differentiation is clearly set out in all learning experiences.
- Develop a strong feedback culture that involves all staff regularly engaging with all stakeholders about effective Literacy and Numeracy teaching strategies.
- Integrate findings of 2014 Discipline Audit.

Internal Audit

- Ensure School Chaplain has completed Student Protection Policy Training and induction of the School's Responsible Behaviour Plan.
- Revisit the process for the review and approval of risk assessments.
- Ensure WHSO conducts regular meetings and associated drills.

Monitor and maintain the following financial requirements; documentation around cancelled receipts, journal documentation, asset register and monthly manual reconciliations reports.

Opinion Survey Priorities

- Increase student satisfaction results; particularly questions relating to interpersonal relationships, and behavior (actions and strategies listed in Social Emotional/Student Welfare Strategy listed above).
- Maintain overall results in staff and parents responses by further embedding strategies listed in Parent and Communication Engagement Strategy and ensuring the 'High Expectations' culture is ever present in the school's daily functions.

   4.   Engaged Partners -

Alignment and Consistency

- Continue to develop opportunities to work with regional support staff and services.
- Develop opportunities for schools to work together to share knowledge and resources.
- Implement the recommendations from the School Improvement Unit Review scheduled in Term 2 or 3, 2015.

Flying Start initiative

- Develop mutually satisfying partnerships with Secondary Schools.
- Maintain opportunities to ensure the Junior Secondary initiative is successful.
- Develop a range of locally pertinent communication strategies that enable the sharing of information.
Continue the fostering of strategies concerning staffing and resource allocations.

Partnerships

- Continue to work with regional support services to support and sustain school improvement.
- Develop partnerships within and beyond the school that support student learning.
- Embrace opportunities to collaborate with local communities.
- Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers.

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement.
- Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter.
- Provide programs and opportunities for parents to build their capacity to support their child's learning.
Actively seek and develop a wide range of community partnerships, with link into Student Welfare staff and programs eg. Breakfast Club (We Care 2 Inc), Little Brothers Little Sisters (Wide Bay Women's Health), Coles Second Chance Program (bread products) Bay Safety Mates (Physical and Domestic Violence counselling), etc.

Opinion Survey Priorities

- Increase student satisfaction results; particularly questions relating to interpersonal relationships, and behavior (actions and strategies listed in Social Emotional/Student Welfare Strategy listed above).
Maintain overall results in staff and parents responses by further embedding strategies listed in Parent and Communication Engagement Strategy and ensuring the 'High Expectations' culture is ever present in the school's daily functions.

Future outlook

Strategy 1: Reading

- Embed Sheena Cameron Reading Strategies across all year levels.
- Ensure all staff have a DEEP knowledge of a Balanced Reading Program using the Gradual Release Model and are implementing this successfully.
- Provide Professional development opportunities around the teaching of Reading.
- Continue the development and alignment of a school English program/folders and units/folders.
- Align school's Assessment Schedule with authentic assessment tools to allow data to inform teaching practices.
- Maintain and develop Reading Resources to engage students.
- Identify students from Years 1-5, using OneSchool Data Profile Excel Document (A-E & Naplan), requiring individual support to access Intervention using LLI and SSP programs to support phonological awareness.
- Targeted Oral Language programs accessed by Prep and Year 1 students.
- Align decoding strategies/language used across classes.
- Continue to inform parents of this agenda through newsletter items, Facebook posts and parent information sessions.
- Implement Learning Rounds for teachers to learn from teachers – with an explicit focus on Reading.

- Continue with Instructional Rounds with a focus on Guided Reading.
- Hold sharing afternoons where teachers share resources they are using.
- Develop Individual Learning Goal for every student in Reading.

Strategy 2: Numeracy

- Introduce Maths Warmups across all year levels.
- Align school Assessment Schedule with authentic assessment tools to allow data to inform teaching practices.
- Use data analysis of Pat-M assessments to identify common misconceptions to be clarified. Plan units of work to incorporate clarification.
- Maintain and develop Maths Resources to support teaching and learning.
- Use of NCR Diagnostic Tool (pre and Post) each term to inform teaching.
- Individual Learning goals developed for every student in Number Facts.

Strategy 3: U2Bs

- Identify possible U2B students in Yrs 2, 4 and 6 and provide extension opportunities through accessing Master Teacher, Coach and Teacher Librarian.
- Identify Students in Yrs 3 and 5 who are capable of achieving U2B and provide support to improve achievement.

Strategy 4: Attendance

- Move the school to electronic roll marking in Term 1, 2015.
- Maintain daily phone calls enquiring about all absences.
- Provide incentives through class and Year Level competitions to improve attendance rates.
- Monitor chronic absences and provide support for families through Student Welfare Team.
- Communicate that high attendance has a strong profile – assembly, newsletter, Facebook page – unexplained absences, attendance alerts, awards, certificates, etc.
- Complete Attendance policy (draft to be completed in 2015).

Strategy 5: Data

- Align school Assessment Schedule with authentic assessment tools to allow data to inform best teaching practices.
- Use a 10 week data cycle to inform success and direction of targeted programs.
- Continue data conversations with teachers to inform teaching practices.
- Upskill teachers I using data to inform teaching and learning.
- Develop teacher's ability to use OneSchool effectively when recording and analyzing data.
- Continue the commitment to moderation of student work to ensure consistent application of A-E achievement ratings.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	379	200	179	43	84%
2014	434	217	217	70	91%
2015	436	231	205	83	89%

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 2015, 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:

The school has an equal ratio of male to female students. There are over 140 students in the school that receive some level of support (ESL, Intervention or Extension). Within the school populations we have 18% Indigenous students, 13% Special Needs Students and 1% of students are Children in Care of the State. Our community fall primarily in the Low Socio-economic class, with a multicultural component (Thailand, Philippines, Norway and Spain) and approximately 25% of families being single parent in nature. Additionally, the school has a high transient rate in our enrolments with over 15% of our students leaving in the period of a school year.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	19	20
Year 4 – Year 7 Primary	23	24	24
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	31	26	60

Long Suspensions - 6 to 20 days	1	0	1
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.

Curriculum delivery

Our approach to curriculum delivery

- ICT inclusion across all key learning areas,
- Dedicated Literacy and Numeracy times across the school,
- Support and Extension Programs,
- ICI's – Intercultural Investigations (China) for Grade 5 & LOTE (Mandarin Chinese) for Grades 6&7,
- Year 4 – 7 Sport Gala Days,
- Lunch Time activities – Supervised Sport, skipping, dance, games, drawing,
- Instrumental Music – Strings Programs,
- Chaplaincy Service,
- Drumbeat Emotional/Social Skills Program,
- Prep to Year 5 Learn to Swim,
- Year 6 and 7 Recreational Swimming,
- EATSIPS Support Aide,
- Indigenous Education Programs,
- Caring Crusaders Group (Environmental Protection) and
- Whole School Positive Rewards System (Merit Cards).

Extra curricula activities

- ANZAC and Remembrance Day Celebrations,
- Arts Council,
- School Discos,
- Under 8's Day,
- Rewards Days,
- Choir,
- Student Council,
- Games Room,
- Healthy Lives, Deadly Gundhus after school program,
- Afterschool Sport Programs,
- School Camps and excursions and;
- Breakfast Club.

How Information and Communication Technologies are used to improve learning

ICT's are integrated across all curriculum areas by both students and staff, in particular in the areas of literacy and numeracy. Urangan Point has a dedicated ICT room which houses 30 computers, an interactive whiteboard and space for students to explore ICT opportunities. Every classroom has an interactive whiteboard and at least 4 computers for use by students to assist their learning. Our library also offers 2 interactive whiteboards to give greater access for staff and students when needed. Teaching staff make use of their C4T laptops to assist them to plan for, implement and assess student learning. Students and staff utilize a range of computer based programs and internet options to enhance learning. Staff members work towards having their ICT skills improved and recognised through continual attendance at professional development opportunities throughout the year. Urangan Point also has 2 pods of 8 IPADS, as well as 5 IPads dedicated to Prep, which are used by staff and students to provide greater pathways for students to access new learning or reinforce skills and concepts. Our school is well supported in the area of ICT hardware by an active and enthusiastic P&C.

Social Climate

A whole–school supportive environment monitored by the Principal, Deputy Principal and the Support Teacher Learning Difficulties through a team approach, supports children's social, emotional and academic needs.

The team includes – Principal, Deputy, Support Teacher Learning Difficulties, Student Welfare Teacher, Guidance Officer, Classroom teachers, AVT and Special Education Teachers, Behaviour Management Staff, School Chaplain, Indigenous Education Officers and teacher aides. This group works in liaison with other agencies where necessary.

In 2015, the following responses were received from the School Opinion Surveys:

- 92% of parents were satisfied that this was a good school.
- 92% of parents felt their child feels safe at school.
- 96% of parents felt the teachers expected their child to do their best.
- 96% of parents felt they could talk to their child's teachers about their concerns and that the school works with them to support their child's learning.
- 95% of students were satisfied they were getting a good education at this school.
- 95% of students felt their teachers expected them to do their best.
- 96% of students felt the school gives them opportunities to do interesting things.
- 92% of students felt they were safe at school.

The Student Welfare Officer, in conjunction with the school chaplain, started the implementation of the LionsQuest Social Skills Program to support students and families. A clear and comprehensive approach to school behaviour is enacted and visible through the school. All stakeholders are aware of what is acceptable and avenues they have to combat perceived bullying, safety issues and fair treatment.

As a school community we have invested time into forming strong community relationships. Our parent community is aware of school decisions, can discuss future directions and have an input into the teaching and learning process. Our children can then develop skills for lifelong learning to enable them to contribute to society as a whole.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	100%	96%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school (S2001)	93%	100%	88%
their child feels safe at this school (S2002)	100%	100%	92%
their child's learning needs are being met at this school (S2003)	97%	100%	88%
their child is making good progress at this school (S2004)	90%	97%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	100%	92%
teachers at this school motivate their child to learn (S2007)	100%	100%	88%
teachers at this school treat students fairly (S2008)	93%	94%	80%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	96%
this school works with them to support their child's learning (S2010)	100%	100%	88%
this school takes parents' opinions seriously (S2011)	93%	100%	88%
student behaviour is well managed at this school (S2012)	86%	94%	81%
this school looks for ways to improve (S2013)	100%	100%	92%
this school is well maintained (S2014)	100%	100%	96%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	89%	95%
they like being at their school (S2036)	89%	87%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	91%	87%	92%
their teachers motivate them to learn (S2038)	98%	95%	97%
their teachers expect them to do their best (S2039)	100%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	84%	91%	93%
teachers treat students fairly at their school (S2041)	91%	84%	88%
they can talk to their teachers about their concerns (S2042)	80%	81%	94%
their school takes students' opinions seriously (S2043)	86%	86%	89%
student behaviour is well managed at their school (S2044)	80%	79%	89%
their school looks for ways to improve (S2045)	96%	95%	100%
their school is well maintained (S2046)	95%	93%	97%
their school gives them opportunities to do interesting things (S2047)	95%	90%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	98%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	87%	98%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	92%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	95%	93%	98%
staff are well supported at their school (S2075)	97%	98%	96%
their school takes staff opinions seriously (S2076)	95%	98%	87%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	95%	93%

# '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

Parents and other community members are encouraged to become involved at Urangan Point State School by:
- Embracing the schools Open Door Policy—parents are always welcome;
- Active P&C including a Parent Helper Group;
- Volunteer work in the school Tuckshop;
- Class meetings at the beginning of each school year;
- Parent training opportunities;
- Involvement in Literacy Blocks and morning reading activities;
- Support in library resourcing;
- Invitations to classroom activities such as culminating activities at the end of units;
- Senior Students Graduation;
- Local Chaplaincy Committee;

- Excursions and Camps; and
- Track and Field and Swimming Carnivals; and Student Parades.

Reducing the school's environmental footprint

Our school has installed solar panels to assist in reducing electricity costs and becoming more environmentally friendly. A group of students called the Caring Crusaders implemented a number of environmental activities. Throughout the year, they conducted an electrical use reduction program. Students checked electrical appliances were switched off when not in use. This group also added recycling of aluminium cans to the recycling of paper and sorting of school waste into recycling and non-recycling bins. The tuckshop food waste was collected each day and composted with the aid of the school worm farm. The Caring Crusaders completed a school wide water check for leaks to further improve the water use in the school. Each term, students from the Caring Crusaders would promote a range of sustainable and environmental topics on assembly. The aim was to improve the environmental footprint of the school and the wider community through this shared learning.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	71,082	1,779
2013-2014	81,753	6,515
2014-2015	84,716	2,827

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	40	42	<5
Full-time equivalents	36	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.**	7
Masters	2
Doctorate	0
Total	**41**
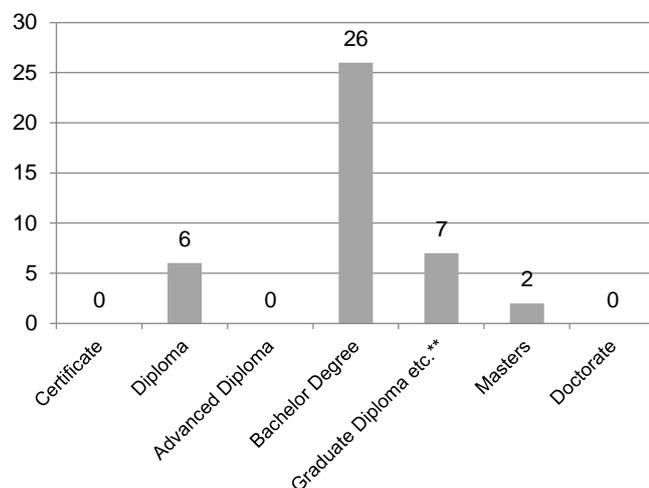
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $30,348.00.

The major professional development initiatives are as follows:

- AEDC,
- NCVI,
- Senior First Aid and CPR,
- Letterland,
- Sheena Cameron Reading Strategies,
- Playgroup Professional Development,
- High Impact Instructional Leadership,
- Disability Awareness,
- Curriculum Development (HOC Conference),
- Reporting,
- Essential Skills In Classroom Management,
- Lions Quest Skills For Growing,
- Austrlian Curriculum,
- MSSWD,
- ICT's and;
- Mandated QLD Professional Development including Student Protection Policy, Code of Conduct, etc.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Queensland
Government

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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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).	87%	88%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

| **Student attendance rate for each year level (shown as a percentage)**												
	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
2013	91%	91%	89%	91%	91%	93%	91%	88%					
2014	89%	91%	91%	91%	92%	90%	92%	89%					
2015	92%	91%	89%	92%	91%	89%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
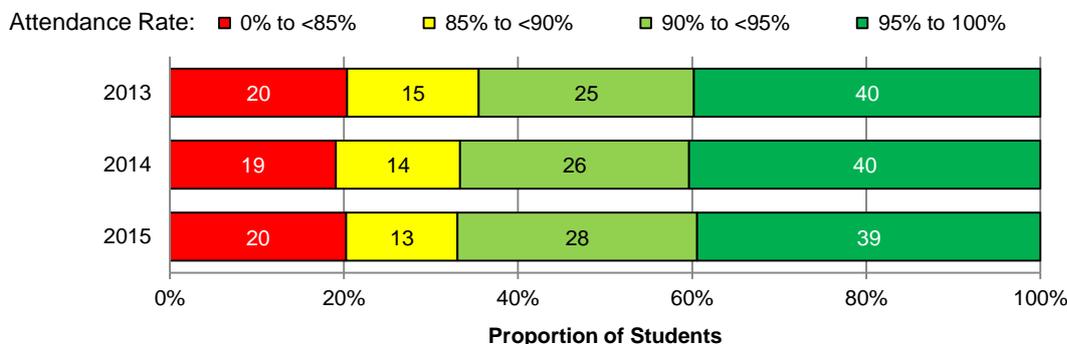
Description of how non-attendance is managed by the school

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.

Class rolls are marked twice a day by the classroom teacher and the class rolls sent to the office each afternoon. All student absences are reviewed daily (by the Administration Team) and entered onto the school database. When a student has been absent for 3 consecutive days, parental contact is made to discuss the absences. If a student has been absent for longer than 10 consecutive days without reason, then the school implements procedures outlined in the 'Enforcement of Compulsory Schooling and Compulsory Participation' policy.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.**

Where it says **'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.