SPRINGFIELD CENTRAL STATE SCHOOL

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020

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School Overview

Springfield Central State School is an innovative, engaging Independent Public School. The school boasts as amazing outlook, architecturally designed buildings, state of the art technology and 100% connectivity. Our staff and students are individually and collectively challenged by our motto 'Raise the Bar'.

Established in 2011 with a day eight enrolment of 103, Springfield Central State School's enrolments have steadily increased. By day eight, 2016, we had enrolled 664 students. With further steady enrolment throughout the year in response to residential development within the school's catchment area, class numbers across the cohorts continued to rise. The high demand for out of catchment enrolment continued throughout the year as the school sustained its focus on learning and high expectations.

At Springfield Central State School we continue to pride ourselves on providing an engaging learning environment where Staff Can TEACH and Students Can LEARN.

In 2016 we continued to embed our vision which drives our actions, thinking and future planning.

From the onset, our driving focus was the establishment of the Springfield Central Way, incorporating: traditions, artefacts, policies & procedures, unwritten rules and culture in its many forms, during 2016 we worked very hard to sustain The SC Way. We are very proud of the reputation we have established in such a short timeframe and commit to sustaining it. This reputation is underpinned by the elements of our **H.E.R.E**. vision and the dedication and professionalism of our amazing staff, students and community, as a collaborative entity we are motivated by high expectations.

Principal's Foreword

Introduction

The following report provides you with the details of the many components, that combined, represent the successes of Springfield Central State School during 2016.

School Progress towards its goals in 2016

The following *PRIORITY AREAS* addressed in the 2016 Annual Implementation Plan are listed with the identified strategies and key actions. (F = full implementation) (P = partial implementation) (NY = not yet implemented)

Improvement priority: WRITING

	Strategy: Embed SCSS Explicit Teaching of Writing Programme as Non-Negotiable	
ACTIONS	School based Explicit Instruction of Writing Programme embedded as a non-negotiable.	*F*
	Regular provision of professional development ensured consistency in practice.	*F*
	Provision of 7 Steps Professional Development and resources for all new and existing staff.	*F*
	SCSS multi-sensory iconology for writing assessment criteria trialled, reviewed and introduced.	*F*
	Engaged with Springfield Lakes SS writing coach and explore possible partnerships.	*P*

	Strategy: Capacity Building	
ACTIONS	Expert Teacher Writing established.	*F*
	Writing Project Team planned and delivered ongoing professional development.	*F*
	Hub Moderation of school based writing assessment tasks.	*F*
	Scheduled co-teaching and coaching for all teachers by Expert Teacher Writing.	*F*
	Participation in NAPLAN marking and training for Expert Teacher writing.	*F*
	Coaching training for Expert teacher writing.	*P*

	Strategy: DCAR – Data: Collection – Analysis - Response	
ACTIONS	Identified, monitored and analysed key targets for A-E achievement writing tasks and NAPLAN.	*P*
	Establish key school data sets for class, cohort and whole school analysis.	*P*
	Establish check points for qualitative/quantitative analysis of success.	*P*
	Analyse and respond to Closing the Gap writing data.	*P*
	Share checkpoint capture of data with P&C/community via meetings & website.	*NY*
	Expanded Classroom data Milestone monitors to specify writing.	*F*

	Strategy: Marketing Writing: Raise the Bar Focus 2016	
ACTIONS	Expanded offerings of junior and senior writing club.	*F*
	Continue with whole school writing competitions.	*F*
	Provision of 7 Steps Parent Evening Workshops.	*F*
	Develop Parent Walk Throughs to allow parents to see Explicit Instruction of writing in action.	*NY*
	Regular communication with community re: 7 Steps on website.	*P*
	Provision of fridge magnets to all families identifying Raise the Bar focus 2016.	*F*

Improvement priority: NUMERACY

	Strategy: Curriculum Development and Delivery	
ACTIONS	Established Numeracy project team.	*F*
	Explore existing maths programmes and global research.	*F*
	Formulate partnerships with USQ Mathematics Professor and department.	*P*
	Develop and trial SCSS Explicit Instruction of Mathematics programme.	*F*

	Strategy: Capacity Building	
	Provision of professional development for working party members as identified.	*F*
	Prepare for full school implementation of Explicit Instruction Maths programme as non-negotiable in 2017.	*F*

	Strategy: DATA: Collection-Analysis-Response	
ACT ION	Continue class A-E data analysis and target setting: mathematics.	*P*
	Develop A-E achievement and NAPLAN targets for 2017.	*NY*

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Devise prep numeracy benchmarks and accompanying intervention.		*NY*
Continued analysis of Cams & Stams distance travelled data. Cross check Cams and Stams data with NAPLAN/A-E data.		*P*
Continue class A-E data analysis and target setting: mathematics.(Milestone Monitors)		*F*

Improvement priority: Capacity Building

Strategy: Explicit Instruction (EI)		
ACTIONS	Continuation of EI working party: provision of TRS for collaboration and PD as identified.	*F*
	Scheduled internal professional development & feedback for all staff.	*P*
	Develop 2016 Action Plan for EI Capacity Building.	*F*
	Continued peer feedback at weekly staff meetings: identified EI focus.	*F*
	Provision of Coaching for identified EI leader/s.	*P*
Strategy: Feedback		
ACTIONS	Continuation of feedback working party: provision of TRS & PD as identified.	*P*
	Scheduled internal PD and feedback for all staff.	*P*
	Develop 2016 Action Plan for Feedback Capacity Building.	*P*
	Provision of Coaching for identified Feedback leaders.	*P*
Strategy: Behaviour Profiling		
ACTIONS	Develop schedule for delivery of behaviour profiling from trained staff.	*F*
	Progress further training of teaching staff to enable peer profiling.	*P*
	Provision of Essential Skills training for all teaching and non-teaching staff.	*F*
	Collation and analysis of SCSS classroom profile data.	*P*
	Train Profiling Project Team members as Advanced Profilers	*F*

Improvement priority: OTHER

Strategy: Independent Public School		
	SCSS School Council established.	*F*
	Develop IPS innovation plan including partnerships with industry/SCSHS. (robotics focus)	*NY*
Strategy: Stage Three Facilities		
	Construction of triple story building, walkway and carpark. (Stage 3)	*F*
	Manage 2015 build defect liability period.	*F*
	Ensure provision of furniture, peripherals, curriculum and digital resources for Stage 3 build.	*F*

Future Outlook

As our school enrolments continue to grow, so too does our team. The formalisation of a Leadership Framework and capacity building model including roles and responsibilities for our leadership teams is an emerging priority for 2017. (Executive ELT, Curriculum CLT, Teacher TLT, Support Services SSLT, Project PLT, Student SLT).

Stage Four of construction was completed in 2016, opening up an additional ten classroom spaces. This triple story building was negotiated with projected future enrolments in mind, it has the capacity for a further build of six additional learning spaces. In 2017, as a component of our signature programme we will be establishing a 'Smart Creator' space for innovation and entrepreneurial opportunities for our students.

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In 2016 the school had the privilege of engaging with a teaching and learning review by the School Improvement Unit. (refer to executive summary available on our website) The outcomes of this review combined with school and systemic data analysis, community consultation and planning have informed the 'Next four faces of the Next Four Year'.

We are very excited to embrace and deliver on the priorities and actions outlined in our Strategic Plan 2017 – 2020. The four faces identified in the Strategic Plan are:

EVERY STUDENT LEARNING AND PROGRESSING

- *Research based, responsive Pedagogical framework*
- *All students 'Raising the Bar' (learning goals - feedback - achievement)*
- *Differentiated Teaching & Learning*

LEADERSHIP AND CAPACITY BUILDING

- *Professional improvement for all staff*
- *Data, digital technologies & differentiation*
- *High performing leaders and teams*

INNOVATION AND FUTURES THINKING

- *Innovative and futuristic signature programmes in Technology & Thinking*
- *Techno literate students and staff*
- *Global thinking and innovation*

PARTNERSHIPS

- *Parents as genuine partners*
- *Professional networks that benefit the learning of staff, students and community within and beyond Greater Springfield*
- *Successful transition through all phases of learning (early years ➔SCSS ➔SCSHS)*

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	434	201	233	22	92%
2015*	566	282	284	33	95%
2016	690	361	329	30	93%

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.

Characteristics of the Student Body

Overview

Springfield Central is an enrolment managed school. Our students predominantly live locally within our catchment. Some of our families since enrolling have relocated beyond the boundaries of catchment, however, still remain enrolled. Many of our families chose their residential address to attain enrolment at our school. Our 2016 student body was representative of a growing range of cultural groups. Our enrolment incorporates a growing proportion of ESL students and less than 4% of Aboriginal Torres Strait Islander students. We have a growing number of defence families with some of our student's parents deployed overseas. The school has experienced growth in the enrolment of verified students.

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	23	26	27
Year 4 – Year 7	29	28	31
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

Underpinned by our belief that 'every minute counts' our focus for 2016 was to ensure the continued alignment of our English, Maths, Science, History and Geography Units with the National Curriculum. Springfield Central State School reviewed and delivered the Curriculum to the Classroom units in three of these learning areas during 2016. All students also experience on a weekly basis social skilling and wellbeing lessons through lessons from the five Program Achieve keys of getting along, confidence, organisation, resilience and persistence.

Provided by specialists' teachers, students also experienced Music, Dance, Physical Education, Visual Arts, Technology and LOTE (Japanese: Year 5 and Year 6).
Distinctive offerings include:
- Levelled Literacy Intervention
- Intensive numeracy intervention (Cams and Stams)
- Oral Language intervention, phonological awareness and vocabulary intervention
- Technology Design Challenges through Robotics
- ICT Skills including a whole school touch typing programme
- Athletics and cross-country
- Sporting specialists (soccer, Oztag and rugby league)
- Student Leadership
- Program Achieve: Getting Along, Confidence, Organisation, Resilience and Persistence
- On-Line Homework and Opt Ins

Co-curricular Activities

Extra curricula activities are indicative of our size and age. We were pleased to offer the following opportunities for our students in 2016:

- Instrumental Music
- Band
- Choir
- Show Choir
- Leadership Camp
- Sports Excellence Gala Days
- Springfield Central's Got Talent
- TNT Club (Technology and Thinking)
- Chess Club
- Writing Cub
- Art Club
- MAD (Music, Arts & Dance) Extravaganza
- Free Play organised sporting challenges and activities

How Information and Communication Technologies are used to Assist Learning

Our school has access to very high speed broadband, unprecedented within the Department of Education and Training. Due to our proximity to the Queensland Government's data centre 'Polaris', we are directly connected with a very high speed fibre optic link to the data centre. This enables us to explore the teaching and learning benefits offered via the internet, along with improved access to the latest digital learning content delivered by our eLearning environment – The Learning Place.

Each learning space is fit with a digital, interactive whiteboard and further enhanced by a multitude of digital devices to engage and enhance learning. Teachers and students on a daily basis incorporate digital components/devices into the delivery and exploration of curriculum in all key learning areas. Stage 4 buildings had the latest versions of the Epson projectors installed which have capacity to use dual interactive pens. All projectors in the school had Apple TVs installed and networked which have the capacity to mirror ipads.

At Springfield Central technology specific outcomes are achieved through engaging in comprehensive design challenges where students explore the role of technology in their lives and society and apply their knowledge and understanding of technology as a human endeavour and information, materials and systems to solve design challenges. In the Technology key learning area, a learner-centred approach provides opportunities for students to practice critical and creative thinking, problem solving and decision making when investigating, ideating, producing and evaluating to meet design challenges. Students are provided with the opportunity to experience at least one design challenge each semester. When students are involved in design challenges, they develop their skills in ways of working technologically and also develop their knowledge and understanding of technology in today's world. Students record their learning and identify their engagement with the processes of ideating, investigating, producing and evaluating using iconology in digital form. Students learn associated robotic programming skills and then apply these skills to set design challenges.

It is an expectation at SCSS that all children become efficient in touch typing. Student skill development and accuracy are regularly monitored, compared to our school standards and reported on. The students learn an array of ICT skills both in technology lessons and in classrooms.

Students at Springfield Central complete homework on-line. In 2016 web based access to Mathletics, Reading Eggs and Spelling City provides a digital platform for students to complete set homework tasks as well as access additional extension work. For students wishing to 'Opt-In' to further homework tasks, there is on-line access via our school website to additional English, Maths and Science homework tasks.

As a digital school, it is an expectation that our staff engages on a daily basis with technology. We do 'all things' digital at SCSS. From our digital sign in and roll marking system, our innovative and dynamic school website to

our very actively contributed to One Portal site. The school communicates to staff and the parent community via IDAttend bulk e-mails, Facebook posts and text messages. Our teachers are timetabled to contribute to a weekly 'Techno Literate Teacher' presentation which results in a bank of digital tips accessible by all staff.

We are an emerging Technology and Thinking school. These signature programs will enhance our ability to cater for the learning needs of our 21st century students.

In 2016, 100% of students expressed satisfaction with the way they access computers and other technologies for learning. 100% of students expressed satisfaction that they use computers and other technologies for learning and that they are encouraged to use computers and other technologies for learning. Students have access to our RoboLab daily during free play, this proved so popular that a lab pass process was established to ensure equity of access. Both the computer lab and the lego construction are popular, with regularly more than 50 students participating.

Social Climate

Overview

Our consistent and concise Responsible Behaviour Plan is designed to facilitate high standards of behaviour so that Staff Can TEACH and Students Can LEARN. We endeavour to foster a confidence in all students that allows them to actively think, to understand their own rights and responsibilities and to respect those of others, to be enthusiastic and positive about learning, to accept responsibility for their choices and to self-manage their own behaviour.

Students twice weekly participate in explicit Program Achieve lessons, providing opportunity to develop values and attitudes in the 5 Keys of Getting Along, Confidence, Organisation, Resilience and Persistence. These keys and associated language are embedded in our everyday learning lives and continuously reinforced and aligned with our Code of Conduct and Courtesy. Annual Program Achieve awards are presented to students who demonstrate attributes of the Keys throughout the year.

At Springfield Central we actively respond to any reports of bullying. After each break, all students have an opportunity to conference one on one with class teachers, to identify and report bullying. This report is recorded electronically on a 'Bully Report Form' and e-mailed directly to the principal for follow up.

Sensational Student stickers are awarded to prep to year 6 classes on a daily basis. These awards are recorded on Oneschool as a positive behaviour record. When issued, it is made very clear to students 'why' the recipient is sensational. Specialists award a sensational student to each class weekly. These too are recorded on Oneschool. Students are very proud to be a Sensational Student and to display their sticker as they leave each day. Many students wear the sticker proudly the following day.

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)	99%	98%	100%
this is a good school (S2035)	99%	99%	100%
their child likes being at this school* (S2001)	99%	98%	97%
their child feels safe at this school* (S2002)	99%	99%	99%
their child's learning needs are being met at this school* (S2003)	98%	96%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	98%	97%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	97%
teachers at this school motivate their child to learn* (S2007)	98%	98%	99%
teachers at this school treat students fairly* (S2008)	95%	95%	91%
they can talk to their child's teachers about their concerns* (S2009)	98%	98%	96%
this school works with them to support their child's learning* (S2010)	97%	98%	96%
this school takes parents' opinions seriously* (S2011)	96%	97%	91%
student behaviour is well managed at this school* (S2012)	98%	97%	94%
this school looks for ways to improve* (S2013)	98%	98%	100%
this school is well maintained* (S2014)	100%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	99%	98%	98%
they feel safe at their school* (S2037)	100%	99%	99%
their teachers motivate them to learn* (S2038)	99%	100%	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)	98%	96%	99%
teachers treat students fairly at their school* (S2041)	99%	92%	90%
they can talk to their teachers about their concerns* (S2042)	100%	96%	95%
their school takes students' opinions seriously* (S2043)	99%	96%	94%
student behaviour is well managed at their school* (S2044)	99%	98%	93%
their school looks for ways to improve* (S2045)	100%	99%	97%
their school is well maintained* (S2046)	98%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	85%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	100%	100%	98%
staff are well supported at their school (S2075)	100%	100%	98%
their school takes staff opinions seriously (S2076)	100%	98%	88%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	95%	95%

* 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

Working in partnership with parents to support each of our students to 'Raise the Bar' is a key and guiding expectation of our school. Our classroom teachers appreciate the open communication and mutual respect they share with our parent body and appreciate the respect shown to our request that learning time not be interrupted. Our school ensures that parents are kept informed about their child's learning and behaviour and already we have established shared explicit language and expectations. We offer a face to face formal parent/teacher conference at the end of Terms one and three and provide formal written feedback at the end of each Semester. Teachers ensure that there are no surprises for parents in the written reports and keep open communication with parents throughout the school year.

Classroom teachers invite parent volunteers to support learning activities where appropriate. We value and acknowledge the many hours of dedication to our school by our volunteers at an Annual Volunteer's Afternoon tea at which each volunteer is presented with a Certificate of Appreciation. In 2016 we continued to offer training to our growing task force of volunteers to change home readers daily.

In 2016, our P&C continued to work in partnership with the school. This group was a very active and passionate group who worked hard to contribute positively to the school. Our canteen expanded its opening hours during 2016 and continued running and offering special canteen days. The P&C hosted stalls for both Mother's Day and Father's Day. Our sports days were enhanced by offerings of sausage sizzles. The P&C of 2016 were very innovative and creative, they explored new fundraising options, and built a strong force of volunteers.

At Springfield Central, we aim to provide many opportunities for parents to share in their child's learning. We aim to keep parents informed about happenings at the school through regular bulk e-mails home, occasional paper notes, news and calendar on the school website and Facebook posts. Many classes have ClassTell websites that keep parents informed of day to day activity. Parents in 2016 were able to access year level curriculum overviews term by term from the school website.

Parents are encouraged to attend our weekly assemblies and teachers always inform parents of any upcoming student awards or involvement in the running of assembly. Parents are also encouraged to attend learning celebrations and special events along with annual events such as Athletics and Cross Country, ANZAC commemoration, Awards Day, Leadership Badge Ceremony, Year 6 Farewell, Easter Hat Parade, MAD Night and Grandparent's Day

In 2016, we again offered a parent information session on how to support early readers at home. The school engaged Literacy Solutions to provide the very well attended and received workshop. Our trained Seven Steps Coaches also offered parent professional development opportunities around 7 Steps in writing.

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Respectful relationships programs

We have a very distinct culture of 'Caring' at Springfield Central State School. Our students are well recognised for their care towards one another and how they embrace individuality. Our Codes of Conduct require them to care for themselves, others, their school and learning. Our Codes of Courtesy require them to be polite, have good manners, show respect and be thoughtful. These expectations are explicitly taught and regularly referred to. Students are recognised for demonstrating our codes of conduct and courtesy. Teachers have access to school developed warm ups that outline the school culture, vision, logo and expectations.

Since opening a non-negotiable weekly delivery of Program Achieve lessons has been actioned with a clear focus on appropriate, respectful and healthy relationships. These relationships are evident in the playground and in the classroom. Visitors to our school often comment of the 'positive feel' of the school,

Our staff actively address and engage with wellness activities. We have a social club that facilitates ongoing, regular staff wellness activities. Many staff participate in a weekly on-site physical fitness session. We have a team of Wellness Warriors and a Staff Wellness committee who on a weekly basis identify and celebrate a wellness warrior. We also have an active and productive Workplace Heath and Safety committee that meet regularly and action weekly walk throughs to identify hazards and safety concerns. The collaborative and caring culture of our staff is a distinct and deliberate feature of our team that we are very proud of.

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	35	53	72
Long Suspensions – 6 to 20 days	2	1	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

As a new school we were designed and constructed with our environmental footprint in mind. The school has a 2kw solar inverter and data logger. In 2012 we successfully applied for an additional $25 000 worth of solar panels which were installed in 2013.

During subsequent years and facilities build stages, our underground water supply has been inconsistently accessed. Our environmental footprint is influenced by our rapidly increasing enrolments.

The increase in electricity usage was expected in response to additional learning spaces being occupied and additional air-conditioning installed in intervention learning spaces and our visual arts room. The increase in water usage is also in response to increase in student and staff numbers.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	162,016	1,543

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	225,312	8,743
2015-2016	161,849	10,637

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

School name   GO

Suburb, town or postcode

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	38	24	<5
Full-time Equivalents	34	16	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2 teachers currently enrolled
Graduate Diploma etc.**	0
Bachelor degree	36
Diploma	4
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 2016 were **$48 000**

The major professional development initiatives are as follows:

- Induction of all new staff (teaching and non-teaching)
- Whole Staff Team Building
- Explicit Instruction – Anita Archer
- Coaching and Mentoring provided by Expert Teacher: Writing
- Coaching and Mentoring provided by Master Teacher
- Classroom Profiling and feedback regularly available to all staff
- Beginning Teacher mentoring
- Seven Steps in Writing
- Fountas and Pinnell Reading Benchmark and Levelled Literacy Intervention PD
- Prep Early Start training
- First Aide
- Ready Set Go
- Teaching of Reading: Angela Ehmer
- Purchase of professional texts
- Curriculum program development and working parties
- Data Conversations and pedagogical feedback.
- Moderation
- Spelling Master Class
- Guided Reading Workshop
- Reporting professional development
- Autism and Aspergers workshops
- Developing PAT schools
- BSM Conference
- Individual coaching conversations
- DigiTech workshop
- Classroom Profile Training
- Parent PD offerings
- Maximising Student Performance Reading

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

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	91%

*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	93%	93%	93%	93%	94%	95%	93%						
2015	94%	93%	93%	94%	94%	94%	93%						
2016	95%	94%	94%	94%	95%	95%	94%						

*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.
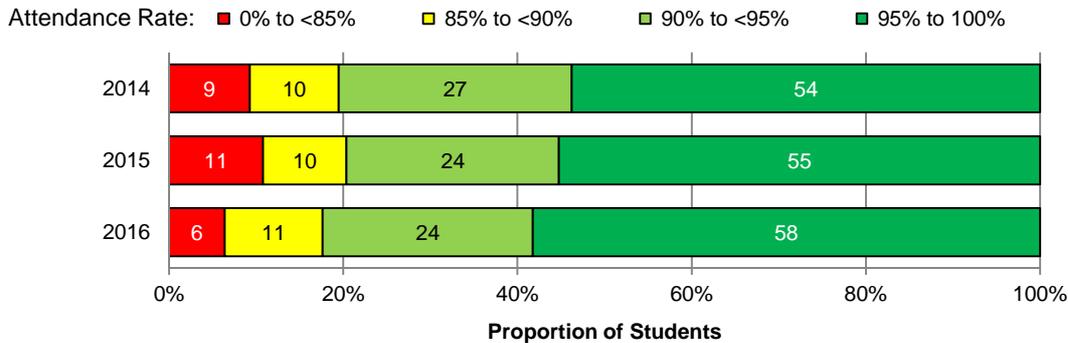
DW = Data withheld to ensure confidentiality.

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Student Attendance Distribution

The proportions of students by attendance range:

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ☐ 85% to <90% ☐ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	9	10	27	54
2015	11	10	24	55
2016	6	11	24	58

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

We have a designated phone line for parent access to report student absences. Our school App has a direct link to the absent line. Details of absences are recorded digitally using IDATTEND. Rolls are marked twice daily and students are actively and physically involved in the roll marking process.

Our belief that 'Every Minute Counts' encourages all students to arrive at school on time and be ready to learn. Each morning our school song plays, preparing students to be challenged. It is the school's expectation that all students be in the classroom ready to learn at the conclusion of the song. On enrolment, all parents are informed of the school's expectations in relation to attendance along with the processes to inform us of non-attendance.

Regular late arrivals are followed up by the class teacher, administration and the designated deputy or principal where required. In 2016 we continued the 100% Attendance Club. On the last day of each semester, students who have attended school 100% receive acknowledgment in the form of a certificate and prize. Students who attended less than 85% are contacted and strategies developed to support improved attendance. Attendance Data is shared at both junior and senior weekly assemblies, setting an aspirational goal of 96%. The number of students at 100% attendance s also recorded and shared at weekly assemblies.

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.**

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Find a school

School name   **GO**

Suburb, town or postcode

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 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

Thank you for taking the time to read our Annual Report for 2016. We are very proud of our achievements and excited to embrace future challenges. As dictated by our school motto, we encourage and support students to 'Raise the Bar' both individually and collectively. To ensure students recognise and celebrate personal progress, we pitch them against themselves not others. Students actively engage in goal setting and monitor the achievement of these goals and collaboratively identify strategies for 'getting there'.

We are excited to be entering the next four faces of the next four years as outlined in our 2017 – 2020 Strategic Plan. As an independent Public School we are afforded the contributions of a range of professionals with varied industry and corporate experience through our established school council. We acknowledge and appreciate the contribution and dedication of the school council to our strategic thinking and planning.

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