



# Middle Park State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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## School Overview

Our school community has determined that when students leave Middle Park State School at the end of their primary school education, our aim is that they are positive, ethical individuals who value their own happiness, and that of others, in order to lead a fulfilling life.

We are very proud to be an Independent Public School within the state system and work closely with our School Council. The student population consists of over 660 students from Prep to Year Six. The enrolment numbers have steadily increased at our school since 2012. There is high demand for out of catchment enrolments however we have devised an enrolment management plan to address this situation.

Our school motto of “Each To Succeed” drives a feedback culture that enhances improved teaching and learning outcomes for the whole learning community.

At Middle Park our staff are committed to achieving excellence in teaching practice to ensure our students achieve the best possible learning outcomes. The school has strong direction that is underpinned by our three core priorities:

**High Expectations,  
Improved Teaching and Learning,  
Positive Relationships.**

These pillars underpin all that we do to foster *Safe, Caring Learners* at our school.

Our school has a unique bushland setting on large grounds that are attractive and well maintained. Throughout the grounds are the pool, tennis courts, cricket facilities, multipurpose courts, ovals, play equipment, amphitheatre and outdoor learning centres to name but a few.

Our curriculum offerings use the Australian curriculum and our Literacy Framework guides literacy practices right across the curriculum. Each staff member has received extensive training and support to feel empowered to deliver high quality programs. Our Arts program is very strong and has had a great deal of success at competitions. The program includes Junior and Senior Choir, Band, Strings, Drama and Dance Troupe.

Middle Park State School has an active and supportive Parents’ and Citizens’ Association who meet monthly throughout the year. They work tirelessly to support our school and provide excellent facilities. The Parents and Citizens manage the Outside School Hours Care Program, Tuckshop and Uniform Shop. They also run various events throughout the year to raise funds to support our students in their educational pursuits.

## Principal’s Foreword

### Introduction

The following information provides a comprehensive report with details of the many components that, when combined, represent the many successes here at Middle Park State School.

#### **School Progress towards its goals in 2017**

The following priority areas addressed in the 2017 Annual Implementation Plan are listed with the identified strategies and key actions.

F: Full Implementation

P: Partial Implementation

NY: Not Yet Implemented

<b>Improvement Priority One: <u>HIGH EXPECTATIONS</u></b>		
<b>Strategy:</b> Develop and embed non-negotiable classroom practices related to the Explicit Improvement Agenda to build a feedback culture to achieve positive outcomes for students		
<b>Actions:</b>	Leadership team to mentor a year level	F
	Coach to work with Reading to Learn	F
<b>Strategy:</b> Teachers will triangulate data sets, set aspirational targets, monitor the progress for each student		
<b>Actions:</b>	Data wall to be updated each term	F
	Digging into data sessions to occur with Principal and Head of Teaching and Learning each semester. Follow up sessions occur during staff meeting	F
<b>Strategy:</b> Collaboratively review the school assessment and monitoring schedule		
<b>Actions:</b>	Staff to give input into Assessment and Monitoring schedule	F
	Year level and cross cluster moderation sessions to occur	F
<b>Strategy:</b> Develop clear roles and responsibilities to ensure expenditure provides data driven resourcing to improve student outcomes for high achieving students		
<b>Actions:</b>	Roles and responsibilities of Leadership Team published and appropriate cost centres monitored	F
<b>Improvement Priority Two: <u>INFORMED TEACHING AND LEARNING</u></b>		
<b>Strategy:</b> Revise Pedagogical Framework to include Reading To Learn and embed in classroom practice		
<b>Actions:</b>	Working party to update the Pedagogical Framework to reflect Reading to Learn and the explicit improvement agenda	P
	Staff sessions to embed actions in classroom practice	P
<b>Strategy:</b> Sharpen classroom differentiation practices through observation, mentoring, coaching and walk-through processes		
<b>Actions:</b>	Hire a coach with a focus on Reading to Learn	F
	Year level mentors, coach and teachers work towards Reading To Learn focus	F
<b>Strategy:</b> Professional development priorities aligned to annual professional development plans and Reading to Learn		
<b>Actions:</b>	Annual professional development plans and school improvement agenda inform the Professional Development Plan	F
<b>Strategy:</b> Year level mentors and coordinators to embed school improvement agenda in meetings		
<b>Actions:</b>	Working party to update meeting template	F
<b>Improvement Priority Three: <u>POSITIVE RELATIONSHIPS</u></b>		
<b>Strategy:</b> Develop broad professional networks within the wider educational community		

<b>Actions:</b>	Cluster connections and sister schools with Reading to Learn used to enhance professional opportunities	F
<b>Strategy:</b> Ensure school day is organised to maximise student learning		
<b>Actions:</b>	Revise student support and extension each semester	F
<b>Strategy:</b> Engage Reading to Learn coach for coaching and mentoring processes within the school		
<b>Actions:</b>	Expression of interest and coach hired for Reading to Learn initiative	F
	Master teacher and coach to work to embed Reading to Learn strategy within the school	F
<b>Strategy:</b> Embed feedback culture by providing opportunities for staff coaching and mentoring to transform learning experiences for students		
<b>Actions:</b>	Embed feedback in the classroom	F
	Parent Teacher meetings and case meetings	F
<b>Strategy:</b> Engage the community in the school's vision and values via newsletter articles, Facebook showcasing and workshops held each semester for parents		
<b>Actions:</b>	Fortnightly newsletter to be published	F
	Facebook page updated by Leadership Team	F
	Parent information sessions held each term	P
<b>Strategy:</b> Develop APDP for staff members which aligns with the Australian Professional Standards, School Improvement Agenda and wellbeing framework annually		
<b>Actions:</b>	Year level mentors work with staff to develop plan	F
	Develop annual professional development plan	F
<b>Strategy:</b> Embed 7 Habits into staff meeting procedures		
<b>Actions:</b>	Work through digital resource for 7 Habits	P

### **Future Outlook**

#### **Improvement Priority One: HIGH EXPECTATIONS**

**Strategy:** Develop and embed non-negotiable classroom practices related to the Explicit Improvement Agenda to build a feedback culture to achieve positive outcomes for students

**Strategy:** Teachers will triangulate data sets, set aspirational targets, monitor the progress for each student

**Strategy:** Develop clear roles and responsibilities to ensure expenditure provides data driven resourcing to improve student outcomes for high achieving students

**Improvement Priority Two: INFORMED TEACHING AND LEARNING**

**Strategy:** Revise Pedagogical Framework to include Reading To Learn and embed in classroom practice

**Strategy:** Professional development priorities aligned to annual professional development plans and Reading to Learn

**Strategy:** Year level mentors and coordinators to embed School Improvement Agenda in meetings

**Improvement Priority Three: POSITIVE RELATIONSHIPS**

**Strategy:** Develop broad professional networks within the wider educational community

**Strategy:** Embed feedback culture by providing opportunities for staff coaching and mentoring to transform learning experiences for students

**Strategy:** Engage the community in the school's vision and values via newsletter articles , Facebook showcasing and workshops held each semester for parents

**Strategy:** Develop APDP for staff members which aligns with the Australian Professional Standards, School Improvement Agenda and wellbeing framework annually

**Strategy:** Embed 7 Habits into staff meeting procedures

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	601	292	309	12	95%
2016	628	296	332	18	95%
2017	646	280	366	24	96%

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

Middle Park State School has 663 students, 363 boys (55%) and 300 girls (45%), currently enrolled from Prep to Year 6.

It is a culturally diverse school with 16% of the school population (109 students) identifying as a student with English as an Additional Language or Dialect (EALD). Students come from a variety of cultural backgrounds including Arabic, Portuguese, Vietnamese, Tagalog, French, Persian, Korean and Japanese.

Presently Middle Park State School has 26 indigenous students and 35 students who are included in the Special Education Program.

In 2017, 17% of the student population was identified during the NCCD (Nationally Consistent Collection of Data – School Students with a Disability) as needing reasonable adjustments to their instruction to address a disability.

### 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	24	23	23
Year 4 – Year 6	26	26	27
Year 7 – Year 10			
Year 11 – Year 12			



## Curriculum Delivery

### Our Approach to Curriculum Delivery

Literacy is a school priority that is valued at Middle park State School as the key to unlock learning. Middle Park State School has a strong focus in the area of literacy and has adopted a whole school pedagogical approach in the teaching of reading and writing. Our whole school literacy approach to teaching literacy is informed using the Reading To Learn methodology (Rose, 2016). Learning experiences that integrate literacy learning and curriculum learning to enhance reading and writing outcomes are facilitated for students. Our teachers use high quality texts and scaffold and extend all students in the class to access these texts in depth for meaning and purpose and use them as models for quality writing. Students are taught to read these texts in depth for meaning and purpose.

- Whole school Curriculum Framework was informed by P – 12 CARF consisting of three levels of planning (whole school, year level/band plans and unit plans for each learning area).
- In 2017, Australian Curriculum V8 was implemented for English, Maths, Science and Technologies.
- V8 History and Geography were delivered per semester with 2018 being our HASS implementation year.
- Our specialist teachers for LOTE and PE were transitioning Languages and HPE from Queensland Essentials to AC.
- Music was delivered using Queensland Essentials.
- Our implementation timeline has been developed to implement one new learning area a year until 2020. 2018 will be HASS and 2019 will be The Arts.
- Whole school and year level/band plans are developed by the HOTL – Curriculum, ensuring that the achievement standard is covered across the year/band and that there is a variety of units and mode of summative assessment tasks.
- Unit plans are developed by class teachers using the summative assessment tasks and GTMJ's provided by the HOTL – Curriculum. The AC content descriptors and elaborations are used to support these unit plans.
- English units are delivered using high impact literacy strategies (Reading to Learn implemented in classrooms)
- Moderation was timetabled and supported by the HOTL – Curriculum across the year level and then twice a year at cluster level.
- Summative assessments are undertaken of learning for each unit, using GTMJ's developed at the planning sessions.
- Checklists and rubrics are used for assessment as learning.
- Formative assessments for learning are timetabled throughout the year to ensure our targeted teaching to improve students' outcomes.

### Co-curricular Activities

- Premier's Reading Challenge
- Literacy Pro competitions
- ICAS – University of New South Wales academic competitions
- Choir and performances including Singfest
- Instrumental music program inclusive of concert and band ensemble and performance opportunities was provided for students from Years 3 – 6 (Brass and Wind program for Years 4 – 6 and Strings program from Year 3s – 6).
- Music camp
- Dance troupe was open to all students through an audition process and performed at school events as well as competing at external competitions.
- Drama Club was run during lunch hours for interested students and performed at school events.
- Science project club ran in Terms 2 and 3 and presented their projects at the Science Expo at Centenary State High School.
- Games Rangers
- Robotics Club for Years 4 – 6 students



- Interschool sport was offered in both semesters to students in Year 5 – 6.
- District Sports opportunities for selected students
- Student Leadership Initiative –Y Lead
- Swimming, Tennis, Keyboard, Chess and Coding lessons
- Games Room
- Active School Travel

## **How Information and Communication Technologies are used to Assist Learning**

Middle Park State School has a well-planned strategy to use Information and Communication Technologies to improve learning and so that we can continue to establish a contemporary learning environment. Our curriculum programs place an emphasis on ICT to enhance learning and engagement.

2017 saw our BYOX iPad 1:1 program grow to 12 classes in total across Years 2 - 6. We successfully trialled a variation to this model in Year 5 where all students in Year 5 were operating 1:1 with iPads – students unable to BYO iPad were able to use a school-owned device. All classes outside the 1:1 environment utilised pods of iPads and laptops as tools for learning. ICT devices were used across all year levels to engage and motivate students and to make learning more accessible for students with disabilities but also because they allowed for the creation of new tasks previously inconceivable without such devices.

Some examples of how these devices were used to assist learning include:

- Researching of topics
- Note taking
- Drill and practice activities
- Creating presentations
- Manipulating objects and data to make calculations
- Constructing animations and movies
- Coding and robotics
- Brainstorming
- Collaboration with peers
- Explaining and recording learning
- Viewing educational videos

In addition to our fleet of iPads and laptops, additional technology-based resources were regularly utilised such as our Computer Lab (30 PCs), interactive projectors, robotics and electronics kits, digital microscopes, microphones and more. Special interest clubs using these resources included Robotics Club and Coding Kids Club. A number of online software programs were regularly accessed for project work and to consolidate learning eg. Typing Tournament, Reading Eggs, Mathletics and Photoshop.

## **Social Climate**

### **Overview**

Middle Park State School's pillars of High Expectations, Informed Teaching and Learning and Positive Relationships promote a culture where each individual is supported to succeed. We provide a range of support staff to assist in providing our school's safe and supportive environment for teaching and learning to occur.

Behaviour Management is based on a pro-active approach where good behaviour is recognised and rewarded. Opportunity for reflection and future planning is in place for negative behaviour and parents are kept informed.

The use of Program Achieve – ‘You Can Do It’ is a key focus for enhancing social outcomes. It features the 5 Keys to Success: Confidence, Persistence, Getting Along, Organisation, and Emotional Resilience.

The senior children take part in a ‘Buddy’ system where they look after a child in a younger class throughout the year.

Parents are actively involved in the school in a variety of ways. Our Parents’ and Citizens’ Association and School Council have a close working relationship with the Principal and staff.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	95%	90%
this is a good school (S2035)	94%	97%	94%
their child likes being at this school* (S2001)	96%	92%	94%
their child feels safe at this school* (S2002)	98%	100%	92%
their child's learning needs are being met at this school* (S2003)	92%	92%	87%
their child is making good progress at this school* (S2004)	94%	87%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%	90%
teachers at this school motivate their child to learn* (S2007)	94%	92%	89%
teachers at this school treat students fairly* (S2008)	96%	92%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	96%
this school works with them to support their child's learning* (S2010)	88%	95%	93%
this school takes parents' opinions seriously* (S2011)	92%	89%	90%
student behaviour is well managed at this school* (S2012)	92%	90%	80%
this school looks for ways to improve* (S2013)	92%	97%	92%
this school is well maintained* (S2014)	88%	97%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	96%	97%
they like being at their school* (S2036)	92%	94%	94%
they feel safe at their school* (S2037)	95%	97%	92%
their teachers motivate them to learn* (S2038)	96%	98%	97%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	97%
teachers treat students fairly at their school* (S2041)	93%	93%	90%
they can talk to their teachers about their concerns* (S2042)	95%	92%	91%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school takes students' opinions seriously* (S2043)	94%	95%	89%
student behaviour is well managed at their school* (S2044)	89%	87%	78%
their school looks for ways to improve* (S2045)	96%	98%	99%
their school is well maintained* (S2046)	95%	95%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	88%	96%
they feel that their school is a safe place in which to work (S2070)	100%	95%	98%
they receive useful feedback about their work at their school (S2071)	97%	93%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	96%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	95%	98%
student behaviour is well managed at their school (S2074)	100%	90%	94%
staff are well supported at their school (S2075)	100%	76%	94%
their school takes staff opinions seriously (S2076)	100%	80%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	100%	90%	94%

\* 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

At Middle Park State School, we value the role parents play in ensuring educational and well-being goals for students are met. Parents are consulted and involved in many decisions and plans to enhance learning goals and to ensure all students can access the learning environment. The way the school communicates with parents is also scrutinised to ensure information out is effective, and information in is received by the correct sources and dealt with efficiently.

Parent engagement is evident in the highly functioning P&C and School Council. However the link between school and home extends further as individual plans are made for students to achieve learning goals and to ensure students with diverse needs can fully access and participate in school activities. In general, parents are informed about curriculum through regular teacher feedback and consultation.

At Middle Park State School, parents are also consulted right from the moment a student is referred by a teacher to the Special Needs Committee or flagged as a student with a disability. Parents contribute to the creation of Individual Support Plans so that they have a full understanding of goals and strategies devised, as well as a full understanding of the support personnel working with their child. Parents are also involved in review meetings where plans are evaluated and analysed in terms

of student goal progress. Individual plans cover a wide variety of areas of student learning and wellbeing, including academic support plans, behaviour plans, social and emotional plans. The school, with parent permission, regularly liaises with outside agencies to ensure student goals and access to learning are informed and effective.

### **Respectful relationships programs**

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

### **Respectful relationships programs**

At Middle Park State School we enact our school motto, *Each To Succeed*. We believe that all students will reach their full potential. Middle Park State School improves educational outcomes for all by setting high expectations, using data to inform teaching and learning and by fostering positive relationships. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be caring**
- **Be a learner**

Middle Park State School has developed and implemented the following proactive and preventative processes, strategies and programs to support student behaviour and maintain respectful relationships:

- Whole school community is informed of school behaviour expectations via assemblies, school newsletters, emails and our electronic sign board.
- School leadership team, culture committee and student support team members regularly provide information to staff and parents, and support each other by sharing successful practices.
- Staff participation in professional development programs addressing proactive and preventative processes and strategies in the area of positive behaviour support.
- Individual Positive Behaviour Support Plans and Traffic Light Support Plans are developed with students, parents and relevant specialists (for those students who demonstrate repeated inappropriate or unacceptable behaviour). These provide a differentiated, personal framework of positive behaviour expectations and actions, enabling staff to provide consistent strategies or adjustments across all learning environments.
- Participation in awareness raising events such as 'Day for Daniel' and 'Say no to Bullying' to help educate our students about the importance of personal safety and respectful relationships.
- Cyber Safety sessions for students
- Units based on the Australian curriculum which cover personal safety and strategies to keep themselves and others safe.
- Students are taught and encouraged to 'Do the 5', a strategy for being aware and dealing with personal safety situations. The aim of the strategy is for students to follow a simple process to handle students they perceive to be bullying or when dealing with disputes and quarrels in a non-violent way.

#### 5 step conflict resolution

1. Ignore
2. Talk friendly
3. Talk firmly
4. Walk away
5. Report.

- Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.
- Key behaviour messages are backed up through reinforcement, providing students with feedback for engaging in expected school behaviour.

- A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.
- All staff members are trained to give consistent and appropriate acknowledgement and rewards.
- A special buddy seat in our under cover play area, where students can sit if they want a friend to play with. All students are aware to include others into their play, and this has been a successful way to make sure everyone feels included.
- Our school regularly reinforces the importance of inclusivity and the positivity of diversity. Harmony Day celebration is an important event at Middle Park State School.
- The chaplain runs programs about friendship skills and supports games in the playground.
- Support staff also run individual programs focusing on self-regulation.

### 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	29	24	17
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

In November 2017 we were included in the Energy Efficiency Upgrade with Smart Grid Partners and ERM Power. This upgrade has already shown significant reduction in our energy usage to date. This upgrade focused on the following measures:

- Upgrade of fluorescent lights to new energy saving tubes
- Upgrade of high bay lighting to LED
- Installation of hot water timers to reduce out of hours consumption
- Installation of smart remotes to ensure optimal temperature settings on all split system air-conditioners
- Regular energy performance reports

A new air-conditioning policy is now being implemented to support the energy upgrade to help us again lower our current usage.

We are also continually rectifying issues with water leaks and plumbing and are hoping to decrease the water usage in the school in the future.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	217,361	4,627
2015-2016	248,738	7,938
2016-2017	219,957	

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

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Sector:

Government

Non-government

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

School 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	27	0
Full-time Equivalent	39	17	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	9
Bachelor degree	32
Diploma	6
Certificate	1

\*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 \$153071.79.

The major professional development initiatives are as follows:

Reading to Learn  
 Beginning Teachers Workshop  
 Business Manager Budget Session  
 Business Manager HR Session  
 Cleaners Training Workshop  
 First Aid Training  
 CPR Training  
 HPE Conference  
 iPad Conference  
 iPad Professional Development Workshop  
 Optimum Thinking Leadership Coaching  
 LOTE Professional Development Workshop  
 Principals Forum  
 Guidance Officer Seminar  
 Business Manager Symposium  
 SBMAQ Leadership Forum  
 OneSchool Training Sessions  
 QELI Leadership Training  
 Optimum Thinking Workshop  
 Edutech Workshop  
 SBMAQ Business Manager Conference  
 Social Skills Training  
 Curriculum Days – Metropolitan  
 Music Conference  
 7 Habits of Highly Effective People Workshop  
 Inclusive Directions  
 Autism Qld  
 Pedagogy Exchange  
 IPS Conference  
 Aspiring Leaders  
 Learning 365  
 Ready Set Prep  
 iLearn uLearn  
 WHS Training



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.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	94%	95%

\*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%.

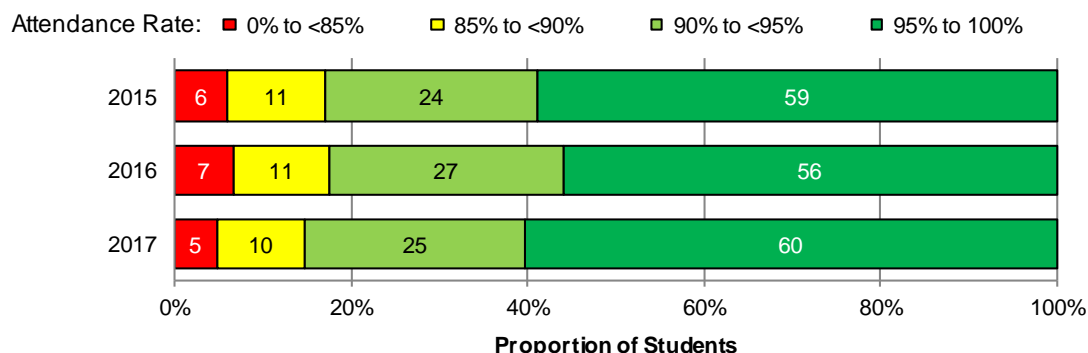
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	95%	95%	94%	95%	95%						
2016	95%	93%	94%	94%	94%	95%	93%						
2017	95%	95%	95%	95%	94%	95%	95%						

\*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.

To comply with Education regulations, parents/guardians are requested to provide an explanation if a child is absent or has to leave school early. It is vital to a child's education that attendance be as regular as possible. If a pattern of absences has been identified, the class teacher, deputy principal or principal contacts the parent to discuss the reasons for absences by the student. EQ's brochure on "Every day counts" has been a valuable discussion point at these meetings.

## 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

Sector:

Government

Non-government

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

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

Thank you for reading our School Annual Report. We are proud of the achievements of our school in 2017. We look forward to building on our success next year. We have carefully planned a supportive school environment for "Each To Succeed". We encourage our community to work on performance using learning goals, feedback, coaching and measuring achievement against their personal best (previous best benchmark).

We are proud to be an Independent Public School which allows us to network and collaborate with likeminded professionals and learning institutions. Our School Council monitors our aspirations, plans and results. I would like to acknowledge the dedication and hard work of our community members involved in both our School Council and Parents and Citizens groups. Their input into our strategic thinking and planning ensures that our school is a true reflection of the community.