Middle Park State School

ANNUAL REPORT 2018

Queensland State School Reporting

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

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

Queensland Government

Contact Information

Postal address:	Cnr Sumners Road & Macfarlane, Street Middle Park 4074
Phone:	(07) 3712 9888
Email:	Principal@middleparkss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Anne Kitchin - Principal

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School Overview

Our school community has determined that our goal is to grow 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 645 students from Prep to Year 6. 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 Realtionships.

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, ampitheatre and outdoor learning centres to name but a few.

Our curriuculum 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 Juior 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 2018

The following priority areas addressed in the 2018 Annual Implementation Plan are listed with the identified strategies and key actions.

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F: Full Implementation
P: Partial Implementation
NY: Not Yet Implemented

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		
Actions:	Each year level to be supported by a mentor and year level coordinator	F
	Inquiry Cycle documented to establish problems of practice and strategies for student improvement in English	F
	Update and publish Curriculum plan	F
Strategy: Teachers will triangulate data sets, set aspirational targets, monitor the progress for each student		
Actions:	Writing project initiated to triangulate data from unit assessment, monitoring and NAPLAN	F
	Moderation practices incorporated into planning cycle for each English unit	F
	Inclusive education lens incorporated into planning sessions	F
	Each Student With a Disability to Succeed framework used to audit and update current practices	F
Strategy: Collaboratively review the school assessment and monitoring schedule		
Actions:	Staff to give input into Assessment and Monitoring schedule	F
	Year level and cross cluster moderation sessions to occur	F
Strategy: Develop clear roles and responsibilities to ensure expenditure provides data driven resourcing to improve student outcomes for high achieving students		
Actions:	Business meeting to incorporate overview of cost centres at each term and staff who monitor a cost centre be provided with an overview of cost centre expenditure	F
	Action plans to increase participation in HPE, Arts and LOTE initiatives	F
Improvement Priority Two: INFORMED TEACHING AND LEARNING		
Strategy: Revise Pedagogical Framework to include Reading To Learn and embed in classroom practice		
Actions:	Working party to update the Pedagogical Framework to reflect Reading to Learn and the Explicit Improvement Agenda and staff to provide input. Staff sessions to embed in classroom practice.	F
	Digital technology and hard copy resources accessed to upgrade resources in library	F
Strategy: Sharpen classroom differentiation practices through observation, mentoring, coaching and walk-through processes		
Actions:	Master teacher to coach and embed Reading to Learn strategy within the school	F
	Year level mentors, Master Teacher and teachers embed Reading To Learn focus	F
	Early Start data to inform Early Years teaching and learning	F
	Reading to Learn enhanced by Learning to Read program P-3	F

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Strategy: Professional development priorities aligned to annual professional development plans and Reading to Learn		
Actions:	Professional experience for all teaching staff with David Rose (Reading To Learn expert)	F
	Annual Professional Development Plans and School Improvement Agenda inform the Professional Development Plan	F
Strategy: Year level mentors and coordinators to embed School Improvement Agenda in meetings		
Actions:	Year level mentors facilitate strategies in year level to align with School Improvement Agenda	F
	Fountas and Pennel, Pat Maths and Words Their Way benchmarking systems used to track student growth	F
Improvement Priority Three: POSITIVE RELATIONSHIPS		
Strategy: Develop broad professional networks within the wider educational community		
Actions:	Join other Reading To Learn schools to work together on regional curriculum days	F
	Cluster connections and sister schools with Reading to Learn used to enhance professional opportunities	F
	Resource centre and library to act as conduit to whole community learning	F
Strategy: Ensure school day is organised to maximise student learning		
Actions:	Revise student support and extension each semester	F
Strategy: Embed feedback culture by providing opportunities for staff coaching and mentoring to transform learning experiences for students		
Actions:	Master teacher and coach to work to embed Reading to Learn strategy within the school	F
	Planning sessions provided to embed Reading To Learn framework in every classroom	F
Strategy: Engage the community in the school's vision and values via newsletter articles, Facebook showcasing and workshops held each semester for parents		
Actions:	All members of the Leadership Team to showcase the School Improvement Agenda via the newsletter and Facebook.	F
	Survey parent body about most effective means of communication	F
	Spotlight on STEM each term to inform the community	P
	Drama, Performing Arts and Music events to showcase practices within the school	F
Strategy: Develop annual professional development plans for staff members which align with the Australian Professional Standards, School Improvement Agenda and wellbeing framework annually		
Actions:	Build team to incorporate Parent and Community Framework, Student learning and Wellbeing, Staff Wellbeing frameworks into one document "Each To Succeed In A Supportive Environment Action Plan"	F
	Annual professional development plan for each staff member to be documented and monitored throughout the year by year level mentors	F

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Strategy: Embed 7 Habits into staff meeting procedures		
Actions:	Investigate school-wide positive behaviour document incorporating language for student expectations	P
	Train facilitators for in-house 7 Habits training	P
	Upgrade school award system to align with 7 Habits language	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: Sharpen classroom differentiation practices through observation, mentoring, coaching and walk-through processes
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 annual professional development plans for staff members which align with the Australian Professional Standards, School Improvement Agenda and wellbeing framework annually
Strategy: Embed 7 Habits into school procedures

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2018: Prep Year - Year 6

Student enrolments for this school:

	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%
2018	657	296	361	24	

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

In 2018, 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 657 students, 361 boys (55%) and 296 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 24 indigenous students and 30 students who are included in the Special Education Program.

In 2018, 17.9% 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.

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Average Class Sizes

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

AVERAGE CLASS SIZES				
Phase	**2015**	**2016**	**2017**	**2018**
Prep – Year 3	24	23	23	22.9
Year 4 – Year 6	26	26	27	26.1
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 approach to teaching literacy is informed using the Reading To Learn methodology (Rose, 2016). Learning experiences that integrate literacy learning and curriculum leaning 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.

- 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 has been 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 GTMJs 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 GTMJs 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

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- 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 Years 3 – 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 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 so that we can continue to establish a contemporary learning environment. Our curriculum programs place an emphasis on ICT to enhance learning and engagement.

2018 saw our BYOX iPad 1:1 program grow to 15 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.

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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# that:	**2015**	**2016**	**2017**	**2018**
their child is getting a good education at school (S2016)	92%	95%	90%	90%
this is a good school (S2035)	94%	97%	94%	91%
their child likes being at this school* (S2001)	96%	92%	94%	91%
their child feels safe at this school* (S2002)	98%	100%	92%	95%
their child's learning needs are being met at this school* (S2003)	92%	92%	87%	90%
their child is making good progress at this school* (S2004)	94%	87%	92%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%	90%	89%
teachers at this school motivate their child to learn* (S2007)	94%	92%	89%	88%
teachers at this school treat students fairly* (S2008)	96%	92%	90%	88%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	96%	98%
this school works with them to support their child's learning* (S2010)	88%	95%	93%	89%
this school takes parents' opinions seriously* (S2011)	92%	89%	90%	87%
student behaviour is well managed at this school* (S2012)	92%	90%	80%	86%
this school looks for ways to improve* (S2013)	92%	97%	92%	90%
this school is well maintained* (S2014)	88%	97%	93%	95%

Student opinion survey

Performance measure				
Percentage of students who agree# that:	**2015**	**2016**	**2017**	**2018**
they are getting a good education at school (S2048)	98%	96%	97%	98%
they like being at their school* (S2036)	92%	94%	94%	89%
they feel safe at their school* (S2037)	95%	97%	92%	90%
their teachers motivate them to learn* (S2038)	96%	98%	97%	97%
their teachers expect them to do their best* (S2039)	100%	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	97%	97%
teachers treat students fairly at their school* (S2041)	93%	93%	90%	83%

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Performance measure				
Percentage of students who agree# that:	**2015**	**2016**	**2017**	**2018**
they can talk to their teachers about their concerns* (S2042)	95%	92%	91%	84%
their school takes students' opinions seriously* (S2043)	94%	95%	89%	82%
student behaviour is well managed at their school* (S2044)	89%	87%	78%	75%
their school looks for ways to improve* (S2045)	96%	98%	99%	96%
their school is well maintained* (S2046)	95%	95%	96%	87%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	96%	94%

Staff opinion survey

Performance measure				
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**	**2018**
they enjoy working at their school (S2069)	100%	88%	96%	95%
they feel that their school is a safe place in which to work (S2070)	100%	95%	98%	96%
they receive useful feedback about their work at their school (S2071)	97%	93%	94%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	96%	88%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%	96%
students are treated fairly at their school (S2073)	100%	95%	98%	96%
student behaviour is well managed at their school (S2074)	100%	90%	94%	94%
staff are well supported at their school (S2075)	100%	76%	94%	87%
their school takes staff opinions seriously (S2076)	100%	80%	90%	90%
their school looks for ways to improve (S2077)	100%	100%	100%	96%
their school is well maintained (S2078)	100%	98%	100%	96%
their school gives them opportunities to do interesting things (S2079)	100%	90%	94%	89%

* 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

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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 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 pf 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 situation. 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.

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- 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 undercover 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**	**2018**
Short Suspensions – 1 to 10 days	29	24	17	25
Long Suspensions – 11 to 20 days	0	0	0	0
Exclusions	0	1	0	0
Cancellations of Enrolment	0	0	0	0

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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	21276
2017-2018	230,342	8151

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.

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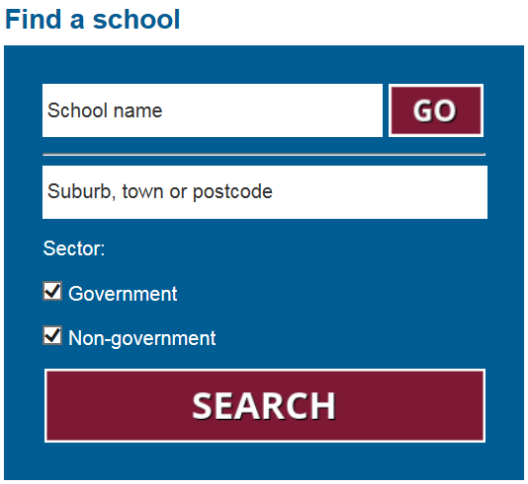
School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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.**



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

2018 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	46	30	0
Full-time Equivalents	40.8	19.6	0

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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	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 2018 were $153,071.79.
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 teaching staff involved in professional development activities during 2018 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)				
Description	**2015**	**2016**	**2017**	**2018**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%	97%

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 2018.

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 2018				
Description	**2015**	**2016**	**2017**	**2018**
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	95%	93.9%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	94%	95%	90.7%

*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 2018 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.

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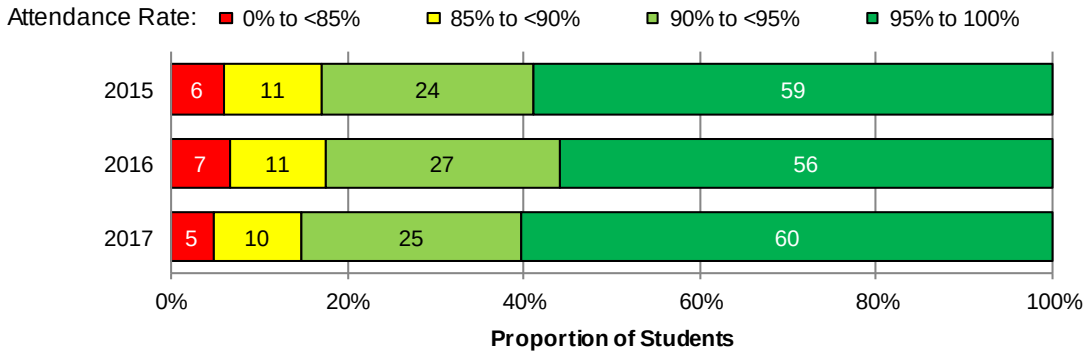
Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

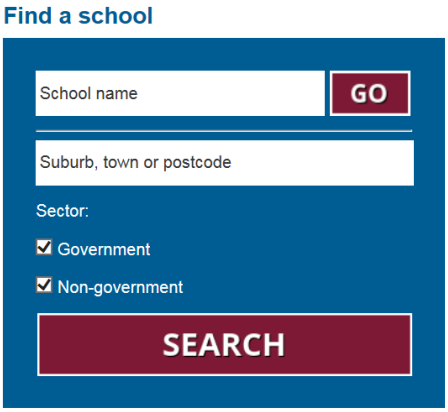
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 Years 3 and 5 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 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.

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Conclusion

Thank you for reading our School Annual Report. We are proud of the achievements of our school in 2018. 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.

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