



Milton State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

## Contact Information

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## School Overview

Milton State School was established in 1889 and is situated in the inner North Western Suburbs of Brisbane. It is a large primary school, Prep to Year 6, with approximately 714 students and 28 classroom teachers.

Our Instructional Leadership Team includes a Principal, two Deputy Principals, Head of Curriculum, Head of eLearning, Reading, Writing and Mathematics Coaches, Strategic Advisory Group Leaders and Professional Learning Team Coordinators.

Our Administration support team comprises a Business Services Manager and two Administrative Officers.

Our school forms part of the **Queensland Academies - Partnership Schools** working in close association with the three Queensland Academies of Science, Maths, Technology, Creative Industries and Health Sciences. This is a unique educational opportunity for our school and assists us with identifying and catering for our 'best and brightest', whilst also providing clear educational pathways for students.

We are also part of the very strong and active 'City Cluster of Schools' comprised of 14 schools in inner city Brisbane. This cluster provides outstanding student learning opportunities and professional development/leadership for teachers and leaders to support each school.

Within our school, various programs are offered for those with disabilities and special needs encompassing intervention and extension. An Intervention Teacher services the school. Students with special needs are fully integrated into the regular class setting. We have a Special Education Program with a teacher working closely with our students with disabilities and Gifted Education Mentors, who work with our students who require extension in their learning. This team is responsible for our 'Visible Learning' Program.

The increasing cultural diversity of students brings added richness and responsibilities to the operation of the school. Students with English as their second language are supported by our EAL/D teacher.

Other specialist teaching staff include: - Teacher Librarian, Science, Art, Dance, Drama, Media and Music Teachers, Physical Education Teacher and Italian Teacher. Visiting personnel include – Instrumental Music Teachers, Guidance Officer, School Nurse and Advisory Visiting Teachers for students with special needs along with our Artist in Residence.

Our social skills program is supported by a Student Success teacher and we have developed our whole school Responsible Behaviour Plan which can be located on the school website.

Teacher Aides support our students in the classrooms, eLearning Centre and across a wide variety of programs including our prep classes where there is an aide for each class. A full time Schools Officer maintains our grounds and facilities along with our tireless cleaners.

The school operates within an organisational structure which involves students, teachers and parents working together to achieve the educational objectives as outlined in our School Annual Operational Plan and Strategic Plan.

The school features classrooms of single or double teaching space design with wet areas, a four unit prep, tuckshop, an eLearning Centre, music, science art areas, literacy centre, cooking room and outside school hours care facility.

Our outdoor facilities include a heated swimming pool, cricket practice nets, half court, tennis courts, adventure playgrounds and access to fully fenced Gregory Park where students play during break times, fully supervised by school staff. Our large multi-purpose undercover area provides a terrific play space and eating area for the students and there is a fitness circuit with climbing wall for the upper school.

We have a purpose built eLearning Centre (library and multimedia facilities) and eight additional classrooms constructed to accommodate our increasing student enrolments. This construction includes the full refurbishment of our school pool amenities and boasts a fully covered, heated, salt water pool.



## EDUCATIVE AND MORAL PURPOSE:

At Milton State School we seek to prepare students for a future characterised by complexity and change.

**We aim for our students to be working in the 'Learning Zone'; constantly challenged and inspired.**

## We focus on PRECISION, PERSONALISATION & PROFESSIONAL LEARNING

Our "**Big Rocks**" are those things that are important to us as a school community and will enable us to achieve our educative/moral purpose. They describe the strategic focus that the school will take in an ongoing capacity to achieve the best possible outcomes for all students.

## ACTIONS:

- **Child-Centred through Diversity and Differentiation**

Our school community always begins every action with the thought ... "how does this impact on our children and their learning." We recognise that our students come to school with unique talents, experiences and backgrounds and as such we provide opportunities to enhance their preferred modes of learning.

- **Innovative Teaching and Learning for the 21<sup>st</sup> Century in a Professional Learning Community**

We grow young minds in challenging ways, encouraging risk taking and accepting mistakes as opportunities for learning. We challenge and support each other as we continually enrich our repertoires of practice.

- **An Emotionally, Socially, Physically – Healthy Environment**

We are empowered to take risks, respond positively to challenges and value the contributions of all.

- **Developing our Community through Active Citizenship**

Milton continues to be the hub of the community, encouraging parents and community members to be strong partners in the life of our school. We recognise the importance of skilling our children so that they contribute effectively to global society.

## Principal's Foreword

## Introduction

### School Progress towards its goals in 2016

At Milton State School we are determined as a community to create a '**Tradition of Excellence**' in every aspect of school life. We strive for the development of the whole person in every child to be a well-balanced citizen with an inquiring mind and a healthy body.

Our school educative purpose is that 'we seek to prepare students for a future characterised by complexity and change. **We aim for our students to be working in the 'Learning Zone'; constantly challenged and inspired.'**

We have a diverse range of academic, cultural, sporting and social program opportunities for the school community in which to engage. Our school is very much community based as it is at the centre of the Milton community and is accessible through numerous adult and student learning programs, which have been developed and refined over many years.

We are proud of our history and communicate this through our school programs and events whilst also ensuring that we are developing learners for the 21st Century. We aim to create an environment in which our school and wider community is embraced and engaged in the richness of learning and to develop an understanding that we are delivering a world class curriculum for our future generations.

In 2015/16 we look to the significant task of undertaking a Quadrennial School Review which will determine the future direction of the school from 2016-2020. Hence the development of what will be our 20/20 Vision.

I trust that you find the information contained in this report about our school informative and enlightening. Please do not hesitate to contact me personally should you have any questions related to our school.

Paul Zernike  
Principal

## OUR FOCUS FOR 2016 INCLUDED:

### Initiation, continuation and refinement of:

- **100%** of students at or above **NMS READING, WRITING & NUMERACY** and progression of Investing for Success targets in upper two bands as per below:

NAPLAN TARGETS FOR 2016

<u>Reading</u>	<u>Target</u>	<u>Numeracy</u>	<u>Target</u>	<u>Writing</u>	<u>Target</u>
Year 3	70%	<u>Year 3</u>	65%	<u>Year 3</u>	65%
Year 5	60%	<u>Year 5</u>	60%	<u>Year 5</u>	50%

- Implementation of the Australian Curriculum using a variety of supporting resources with Lane Clark focus- Inquiry Model.
- Embed the Teaching and Learning Framework across the school to develop highly effective pedagogical practices- learning targets/feedback- working with Cam Brooks (PhD candidate).
- Implementation of the realigned Visible Learning Program with Head of Visible Learning- Anita Heinrich.
- A commitment to the 21<sup>st</sup> Century Learning Agenda and the embedding of ICT into pedagogical practice including BYOD with Head of eLearning – Angela Waugh.
- A clear focus on student success with our Student Success Coach - Kelley Flanagan.
- Setting our 2020 Vision through the Quadrennial School Review process.

## FUTURE OUTLOOK

### Initiation, continuation and refinement of:

- **100%** of students at or above **NMS READING, WRITING & NUMERACY** and progression of Investing for Success targets
- The teaching of writing
- Continue reading, mathematics and spelling as per the frameworks
- Continuation of planning and implementing inquiry units of work ( Genius Hour, Entrepreneurship )
- Continuation of case management of students at PLT meetings with 'virtual data walls'
- Continuation of uniform data collection and recording so Student Dashboard becomes 'one point of truth'
- Completion of Strategic 2020 Vision Plan- Big Rocks and Charter
- Age Appropriate Pedagogy Program- Prep and beyond
- Review homework policy and practices



# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	611	327	284	2	97%
<b>2015*</b>	629	329	300	2	97%
<b>2016</b>	682	351	331	7	97%

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.

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

## Characteristics of the Student Body

### Overview

At Milton we have a growing diversity amongst our student population. The school is comprised of a small number of students who have English as a second language with the majority of students being of Australian origin. We have a small number of indigenous students (1%) and students with disabilities (5%) and value the fact that such diversity in our school is to be celebrated.

### 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	21	23	24
Year 4 – Year 7	23	24	24
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

The school is committed to the learning development of the whole person in every child preparing your child to be a well-balanced citizen with an inquiring mind and a healthy body. Our school curriculum takes an integrated approach and focuses on the **Eight Key Learning Areas of English, Health & Physical Education, LOTE (Italian), Mathematics, Science, Studies of Society and the Environment/History, Technology and The Arts**. Our teaching and learning framework focuses primarily on applying effective teaching and learning strategies to deliver the curriculum. We are implementing the new Australian Curriculum utilising the Curriculum to the Classroom support documents developed by Education Queensland to support the already successful programs we have in the school.





We offer a **‘Working Scientifically’** program with four qualified science teachers undertaking ‘hands on’ science activities across the school from Prep to Year 6 on a weekly basis, with a focus on the processes of science.

Our year six and seven students are engaged in a **robotics program with the University of QLD** and each year they enter the Robocup competition. This involves the design and programming of a robot using Rob lab Lego. We are working towards a whole of school robotics program with the use of ‘Bee Bots’ in year one and a partnership with Google Engineers across the school.



Our approach to learning in the early years is that of a developmental curriculum which is embedded in our prep classes and develops progressively throughout the school. Students learn through a balance of ‘play based’ learning and explicit teaching which becomes more sophisticated as students mature.

We currently offer Italian language classes to all year levels including prep.



Our program in **‘The Arts’** ensures that every child has the opportunity to undertake each of the five strands of The Arts syllabus, these being music, dance, drama, media and visual arts on a rotational basis throughout the year. We engage specifically trained teachers in each of these areas to provide expertise, including an Artist in Residence who works with the students one day per week for the duration of each school year.

The teaching of Mathematics at Milton immerses students in both conceptual and procedural understandings. Each class undertakes a numeracy block two to three times per week focussing on a three part process of mental routines, problematized situations and critical reflection, which supports the new Australian Curriculum. For further information about the teaching of Mathematics at Milton go to our school website. We also utilise the Mathletics Program as an online learning resource for students to access at school and home.



The school offers a comprehensive **camping program from Year 2-6** featuring destinations such as Currumbin Farm School and Edmund Park Outdoor Education Centre. Even our year one students experience camping with a day camp in the school grounds. These camps are designed to extend the classroom learning opportunities and the school social outcomes program.

A number of our students have been identified as **‘High Achievers’** and consequently included in a special program with Kelvin Grove State College and Queensland Academy for Creative Industries, which focuses on providing these students with an opportunity to engage with other like-minded students from surrounding schools in Science, Mathematics, English, Business Technology, Music Composition and Visual Arts projects.

Within our year 6 classes we have initiated single gender classes for specific subject areas. Students are split into gender groups primarily for literacy and numeracy subject areas and across other subject areas where it fits within the timetable. Students enjoy this approach as it caters for the different learning styles of boys and girls which in turn provides engagement and motivation with topics and approaches which are of interest to the different genders. For all other activities the classes are co-educational.

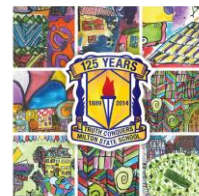
We are also a school which is part of the **Queensland Academies- Partnership Schools** with the Queensland Academies for Science/Maths/Technology, Creative Industries and Health Sciences. Select year 4-6 students are a part of the **Young Scholars Program** offering online and face to face learning opportunities for our ‘best and brightest’

### Co-curricular Activities

Extra-curricular activities include instrumental music, thinking skills, swimming and inter-school sport. Participation provides students with experience in a range of activities and helps to build a positive self-esteem. Students in year 4-6 undertake inter school sport

A wide range of academic and music competitions such as debating, Robocup, University of NSW Competitions in Science, Writing, Mathematics, Computing and English and Choral Fest, Wildcatz Band, visual arts, performing arts, chess, guitar and three choirs to name a few.

The run/swim club is very popular with parents and students and our tennis coaching and clay animation classes after school are very well attended. Students really enjoy our numerous lunchtime activities which we offer and the Artist in Residence Program which is offered on a Tuesday evening and Saturday for extension learning. We also have a singing teacher who conducts classes after school for interested students.



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

Information and Communications Technologies (ICTs) are used extensively by both teachers and students to assist learning at Milton SS. ICTs provide teachers with opportunities to transform the way they work and develop new approaches to facilitate learning. When planning units of work across the curriculum, teachers utilise the SAMR (Substitution; Augmentation; Modification; Redefinition) Model to support and enable them to design, develop, and infuse digital learning experiences for students, utilising ICTs. The goal is to transform students’ learning experiences by employing ICTs, resulting in higher levels of engagement and achievement for students.





Milton is a Bring Your Own Device (BYOD) school, with every student having access to their own device for their schoolwork: students in Prep – Year 3 have iPads, while Year 4 – 6 have laptop computers (these also help prepare them for High School). Students have access to a wide range of robotics resources to support their learning, particularly when using computational thinking in mathematics, digital technologies and other STEM subjects (science; design technology; engineering). Each year level has a dedicated coding / robotics resource, including Lego WeDo/NXT/EV3, Sphero, Dash & Dot, BeeBots, Edison, Ozobot and Osmo, plus access to Augmented Reality and Virtual Reality devices to immerse them in a range of learning experiences.

## Social Climate

### Overview

Milton State School prides itself in providing a safe and supportive environment for all students.

In 2015 we will offer engage a 'Student Success Teacher' who will begin working with our year 5 and 6 students on the concept of having a 'growth mindset' as opposed to a 'fixed mindset' about learning and being successful. This is based on the work of leading educationist Carol Dweck.

The collaborative development of our [School Charter](#) reflects the values and norms of our school community and clearly articulates how we agree to treat each other across the school community. **THE MILTON STATE SCHOOL CHARTER** - describes the ways that members of our school community agree to treat one another. As a result of this agreement we will consciously:

**Maintain** an environment of trust, honesty and openness in our actions and communication

**Inspire** high levels of respect in the treatment of others

**Listen** to others, understand their points of view, be tolerant of their differences and promote professionalism

**Together** we work as a team, reflecting the Five Keys to Success: Getting Along, Organisation, Persistence, Emotional Resilience and Confidence.

**Openly** encourage fun and friendliness to promote well-being, through positive affirmations and fair treatment

**kNow** that to maintain quality and excellence is our ultimate goal!

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	95%	90%
this is a good school (S2035)	99%	98%	92%
their child likes being at this school* (S2001)	97%	99%	98%
their child feels safe at this school* (S2002)	97%	99%	98%
their child's learning needs are being met at this school* (S2003)	96%	90%	89%
their child is making good progress at this school* (S2004)	96%	93%	90%
teachers at this school expect their child to do his or her best* (S2005)	99%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	85%
teachers at this school motivate their child to learn* (S2007)	95%	93%	92%
teachers at this school treat students fairly* (S2008)	99%	94%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	90%
this school works with them to support their child's learning* (S2010)	96%	92%	88%
this school takes parents' opinions seriously* (S2011)	91%	86%	77%
student behaviour is well managed at this school* (S2012)	97%	93%	89%
this school looks for ways to improve* (S2013)	97%	97%	94%
this school is well maintained* (S2014)	96%	99%	96%



## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	97%
they like being at their school* (S2036)	94%	98%	98%
they feel safe at their school* (S2037)	94%	98%	98%
their teachers motivate them to learn* (S2038)	97%	97%	95%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	99%	94%
teachers treat students fairly at their school* (S2041)	93%	91%	91%
they can talk to their teachers about their concerns* (S2042)	85%	96%	90%
their school takes students' opinions seriously* (S2043)	90%	95%	86%
student behaviour is well managed at their school* (S2044)	85%	96%	93%
their school looks for ways to improve* (S2045)	95%	98%	98%
their school is well maintained* (S2046)	95%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	99%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
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%	100%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	96%	96%
staff are well supported at their school (S2075)	96%	100%	96%
their school takes staff opinions seriously (S2076)	93%	96%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	93%	100%	96%
their school gives them opportunities to do interesting things (S2079)	100%	96%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Milton State School the development of the partnership between the school, parents and the wider community is of paramount importance. Parents play valuable roles in supporting their child's education. The parents have numerous opportunities to become involved in the life of the school through a range of activities.

The P&C Association is particularly active and supportive of all school activities, playing a significant role in the management of Milton Outside School Hours Care, swimming club and learn to swim classes, the hire of the tennis courts and providing advice on key strategic and school based issues. It consists of a number of sub committees, who report back to P&C meetings held on the second Tuesday each month.

In 2009 we held our inaugural Milton Fair-On-The-Green in Gregory Park. This was an enormous community event and most successful in bringing our school and wider community together.



Parents have the opportunity to become involved in the school through supporting their children in the classroom, through the Classroom Coordinators group, school open days, key events such as social, cultural and sporting days and through parent teacher information and conference evenings. Many parents, both mums and dads come along and assist in their child's classroom in all aspects of our curriculum from reading and art to robotics and mathematical problem solving. Our run/ swim club has also seen numerous parents join their children for fitness activities before school and our inter-house swimming, cross country and track and field events are always well supported by the school community.

As a key aspect of our Professional Learning Program, we look to engage parents in all aspects of understanding the curriculum initiatives and new policies being implemented. This is integral to the success of programs such as Digital Literacies, Cyber safety, Natural Maths Philosophy, The Teaching of Reading and Support—a–Reader, to name but a few. We respond to parent requests for a greater understanding of what and how their child is learning.

Our engagement with the wider community sees us being involved with such events as the Movies in the Park which supports businesses in our area and the revised school newsletter which allows local businesses and community groups the opportunity to advertise for the year on the back of our newsletter.

The School Opinion Survey results from parents and caregivers, specifically, that Milton is a good school was 98% and was above like and state mean in comparison with other schools across Queensland.

Where students require adjustments to their learning program, the Special Education Teacher and the Student Success Coach follow the appropriate processes to adjust learning programs to suit those students who are Students with Disabilities (verified) and those who are on Individual Curriculum Programs. For students requiring extension in their learning programs, the Gifted Education Mentors assist classroom teachers to make the necessary adjustments in the learning programs to differentiate for these students.

## Respectful relationships programs

Our school community has identified the following school rules and expectations to teach and promote our high standards of positive behaviour – at Milton State School we are: **Safe, Responsible, Respectful**

Our school rules and expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The Milton State School PROSPER Tree of Success is a positive education model that outlines seven evidenced based pathways that promote student wellbeing, positive behaviour and engagement in learning and build a safe and supportive school community. Within the framework 'to prosper' is seen as 'feeling good' and 'doing good'. The simplicity of the phrase serves to ensure that even the youngest students of Milton State School can begin to understand what it means to PROSPER: Encouraging *Positivity*, Building *Relationships*, Facilitating *Outcomes*, and Focusing on *Strengths*, Fostering a sense of *Purpose*, Enhancing *Engagement*, and Teaching *Resilience*. The pathways are underpinned by a focus on a **Growth Mindset**.

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.*

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

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

## 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	0	0	1
Long Suspensions – 6 to 20 days	0	0	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

The school has worked consistently to reduce the environmental footprint with the implementation of our School Environmental Management Plan (SEMP) which outlines key strategies to reduce the usage of various resources. This year the Sustainability Committee comprising staff, parents, students and local community members has initiated and is instrumental in determining the way forward for our school to reduce its environmental footprint. Students have developed a sustainability garden in the school grounds and will link with a local sustainability team to develop a community garden in the local park in 2015/16. The committee has also reintroduced Active School Travel and a school wide recycling program including soft plastics.



We have requested that no lighting/air conditioning/ fans be left on when a room is not in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from numerous tanks around the school to maintain our gardens and grass. We also have solar panels operating to feed back into the electricity grid, reducing our overall consumption as is evident by the table below. Naturally, with the increase in student numbers and additional buildings, we have seen an increase in our consumption of electricity and water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	344,837	0
2014-2015	347,175	
2015-2016	352,596	1,744

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	52	19	<5
Full-time Equivalent	40	12	<5

### 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.**	5
Bachelor degree	42
Diploma	2
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 \$ 85 000

The major professional development initiatives are as follows:

The school has a very comprehensive professional learning program for all staff which is based on a model developed by The Centre for Creative Leadership'. This includes teachers undertaking personal, school and systemically required professional learning, based on their own identified goals in their individual Professional Learning Plans. We have professional learning for one hour every Wednesday afternoon, provide opportunities for staff to 'Watch Others Work' and undertaking Professional Learning Team meetings at which student achievement and progress is discussed using a case management model developed by Lyn Sharratt.

We have four coaches working across the school in reading, writing, mathematics and digital literacies, all under the leadership of the Head of Visible Learning.

Some of the key initiatives undertaken across the school for professional learning included: the teaching of mathematics, digital technologies, data analysis, teaching of reading and writing, developing assessment tools, moderation processes, collaborative planning of curriculum topics, and numerous individual seminars and conferences. Significant work was undertaken with Lane Clark to implement an 'inquiry based model' across the school and with Sheena Cameron in the teaching of writing.

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	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 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).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	90%

\*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%.

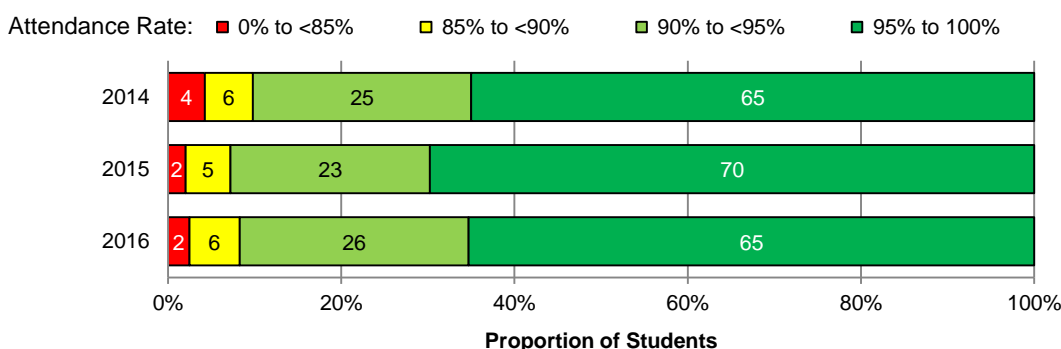
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	95%	96%	95%	96%	96%	95%	94%					
2015	96%	96%	95%	96%	96%	96%	97%						
2016	95%	96%	96%	95%	96%	95%	96%						

\*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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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.

The procedures followed for non-attendance at school for part of or a whole day is that a note explaining the absence of the child must be forwarded to the school on the next day when the child is in attendance again. This can be in the form of a written note handed in at the school office or via an email. If a pattern of absenteeism is reported, a phone call to the parent requesting explanation is made by the Principal or Deputy Principal. If this continues, then the formal process as outlined in Education Queensland policy is initiated. Rolls are marked twice per day by classroom teachers with all rolls being sent to the school office at the end of each week for entry onto the school electronic database.

## 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.