Norfolk Village State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Norfolk Village State School is an Independent Public School located in Ormeau on the Gold Coast and caters for students for Prep - Year 6. Our school's mission is to support every child to reach their full potential academically, socially and emotionally, creating lifelong learners, critical thinkers and resilient citizens. Our commitment to high levels of learning and wellbeing for every child ensure a safe, supportive and collaborative learning environment, underpinned by our 3 school rules: I am Safe, I am Respectful and I am a Learner. As a professional learning community committed to continual improvement, our vision is to learn and grow side by side: students, staff and community. Through quality teaching and learning based on the Australian Curriculum, we aim to personalise the learning of every student to support the achievement of their individual learning goals. Students have access to high quality academic, language, arts, sporting, music and digital technologies programs with specialist teachers. Our students are proud to wear their school uniform which is well recognised in the northern Gold Coast community and provides children with a sense of belonging. Built in 2009, our school provides modern facilities including access to technology to support 21st century learning. We value parents as partners in their child's education and develop strong partnerships with all members of our community to support our students in their pursuit of excellence. I invite you to work in partnership with our staff to prepare our students for a lifetime of learning. When you make Norfolk Village State School your school of choice, we accept this responsibility as we strive to maximise the learning of every child in our care. It is through this partnership we can support the development of every child to be creative, confident and committed.

School progress towards its goals in 2018

In 2018, our school focussed on 'the how' of teaching as we developed our whole school Pedagogical Framework using the OneNote platform.

We progressed our Safe and Collaborative Culture by:
- Implementing Positive Behaviour for Learning Tier 2 to ensure a safe and orderly school environment using our 3 school rules: I am Safe, I am Respectful, I am a Learner. This included implementing the A-E Scope and Sequence for Social and Emotional Learning from the Australian Curriculum.

- Implementing the Indigenous Education Plan to embed Aboriginal and Torres Strait Islander perspectives in our school community, including curriculum and

- Implementing the ICT Strategic Plan to support increased access to ICTs for staff and students to support learning.

We progressed effective teaching in every classroom by:
- Professional learning team meetings deepened in rigour moving from focussing on 'the what' (Systematic curriculum delivery) to 'the how' (Effective Pedagogical Practices and Expert Teaching Teams). Teachers regularly analysed their impact of using high yield pedagogical practices to support every student achieving at least 1 year of growth for 1 year of teaching. This included digging deeply into student achievement data to identify a problem of practice and using research evidence and professional judgement to determine what will work best.

- Developing and implementing key areas of our whole school Pedagogical Framework based on agreed, research-validated, school-wide practices including:

  o The Art and Science of Teaching (Design Questions 1 and 5)
  o Fleming approach (gradual release of responsibility)
  o Berry Street Education Model (Modules 1 and 2) to support high levels of wellbeing for students
  o Age Appropriate Pedagogies in Prep

We progressed our guaranteed and viable curriculum by:
- Embedding our Guaranteed and Viable curriculum (developed in 2017) to improve students' literacy and numeracy achievement including refinement of our proficiency scales (English and Mathematics), creating a whole school approach to student learning goals.

- Implementing quality formative and summative assessment tasks to target teaching for improvement, enhancing the work completed in this area in 2017.

- Providing challenging learning experiences that further developed literacy, numeracy and critical and creative thinking capabilities across the curriculum drawing on the Australian Curriculum General Capabilities.

In 2018, we also changed our Language Other Than English focus to Japanese, to align with the language of our feeder high school, Ormeau Woods State High School.

Our school was recognised with significant achievements including:

- Inclusive Education award – South East Region, Showcase

- State School of the Year – South East Region, Showcase

- Principal of the Year – South East Region, Showcase

- Autism Queensland School of the Year

- Mrs Cappi White, Head of Inclusion was the only Queensland recipient of the NEITA Australian Teacher of the Year awards.

Future outlook

In 2019, our sharp and narrow improvement agenda includes embedding:

- Quality Literacy Blocks (Prep – Year 6) and

- Modules 1 and 2 of the Berry Street Education Model

2019 Semester 1 Level of Achievement targets:

Prep	80% C and above
Year One	88% C and above
Year Two	88% C and above
Year Three	88% C and above
Year Four	85% C and above
Year Five	85% C and above
Year Six	96% C and above

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

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1027	1072	1050
Girls	491	519	515
Boys	536	553	535
Indigenous	19	23	24
Enrolment continuity (Feb. – Nov.)	96%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our school is committed to ensure that all students, including students with disability can access, participate and succeed in education on the same basis as other students. All students are supported through a school environment that values, celebrates and responds positively to diversity among its students, families, staff and communities. From the 1056 enrolled in our school at the time of the National Consistent Data collection, 263 students met the criteria of having a disability under the Commonwealth Disability Discrimination Act 1992 definition. This definition of disability is broad and includes temporary and permanent disability that a person has now, may have in the future or is believed to have. This definition encompasses impairments or diagnoses regardless of the impact an impairment has on a person's life functioning.

For the 263 students, the adjustment type that was put in place to address the disability was as follows:

Extensive	15
Substantial	41
Supplementary	85
Quality Differentiated Teaching Practice	122

Students fell into the following disability areas:

Physical including: ☐ total or partial loss of a part of the body ☐ *the malfunction, malformation or disfigurement of a part of the person's body* ☐ the presence in the body of organisms causing disease or illness ☐ the presence in the body of organisms capable of causing disease or illness	14

Cognitive including: ☐ total or partial loss of the person's bodily or mental functions ☐ *a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction*	108
Sensory including: ☐ total or partial loss of the person's bodily or mental functions ☐ the malfunction, malformation or disfigurement of a part of the person's body	10
Social including: ☐ *a disorder, illness or disease that affects the person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour*	131

The Year 4 cohort of 2018 had the largest percentage of students meeting criteria of having a disability that had a functional impact that required adjustments, this being 37.1% of the year level cohort. Overall, for 2018, 24.9% of Norfolk Village State School students met criteria to be included in the NCCD capture in 2018.

Identified students were supported through adjustments made in collaboration between parents/carers and the classroom teacher, the Inclusion staff, Support Teachers, Guidance Officer, Speech Language Pathologist, Occupational Therapists and Physiotherapists.

All students with a disability were supported to achieve their personalised support plans inclusively, accessing school programs in alignment with their support plans.

The students are drawn primarily from the suburb of Ormeau. This is reflected in our Enrolment Management Plan which identifies the catchment area for families. The students are drawn from a geographic area which is described as mid-range socio-economic, outer urban with major industrial estates to the north and east. The Index of Community Social-Educational Advantage indicates a school value of 1024, above the average value of 1000, with 82% of families identified as being Australian. Parent occupations vary widely from professional to trade to self-employed, reflecting the diversity of business and industry in the geographic area.

Our school is committed to ensuring that all students, including students with a disability can access, participate and succeed in education on the same basis as other students. All students are supported through a school environment that values, celebrates and responds positively to diversity among its students, families, staff and communities.

Identified students were supported through adjustments made in collaboration between the classroom teacher and the Special Education Program staff, Support Teachers for Literacy and Numeracy, Guidance Officer, Speech Language Pathologist, Occupational Therapists and Physiotherapists.

All students with a disability were supported to achieve their personalised support plans inclusively, accessing school programs in alignment with their support plans.

In our school, we currently have 35 students who identify as having EAL/D. This includes students who speak: Maori, Afrikaans, Russian, Greek, Mandarin, Chinese, Spanish, Khmer, Japanese, Slovak, Hebrew, Urdu, Tamil, Vietnamese and Macedonian. They are supported by a cluster EAL/D teacher who visits the school regularly to provide support for these students.

At Norfolk Village State School there are 31 Indigenous students enrolled. Two of these students in years 4-6 are also enrolled in the Solid Pathways program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	27	27	26

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they love or their background. For students in Prep – Year 6, it means that students now have access to the same content, and their achievement can be judged against consistent national standards. Our teachers work collaboratively to organise the learning and contexts for learning and plan learning in ways that best meet their students' needs and interests. More information regarding The Australian Curriculum can be found at: http://www.australiancurriculum.edu.au

In alignment with the implementation of the Australian Curriculum in Queensland, our curriculum offerings include:

English	Prep – Year 6
Mathematics	Prep – Year 6
Science	Prep – Year 6
Humanities and Social Sciences	Prep – Year 6
The Arts	Prep – Year 6
Health and Physical Education	Prep – Year 6
Technologies	Prep – Year 6
Languages Other Than English (Japanese)	Prep, Year 1, Year 5, Year 6
General Capabilities: • Literacy • Numeracy • Information and Communication Technologies • Critical and Creative Thinking • Personal and Social • Ethical Understanding • Intercultural Understanding	Prep – Year 6
Cross-Curriculum Priorities: • Aboriginal and Torres Strait Islander Histories and Culture • Asia and Australia's Engagement with Asia • Sustainability	Prep – Year 6
Instrumental Music	Years 3-6
Swimming	Extra-curricular opportunity for students in Prep – Year 6 in Term 4 each year

Teachers differentiate their curriculum delivery to meet the needs of children including the offering of our Learning Enrichment Pathway in Years 3, 4, 5 and 6 for high achieving students. Teachers are supported through a middle leadership team, known as the Improvement Team, which includes:

Head of Student Services	Cappi White
Head of Curriculum	Bianca Trace
Leader of Learning: P -1 2, 3, 4 5 -6	 Rebecca Everding Lauren Davidson Donna Cotugno
Support Teacher Literacy and Numeracy	Kylie Heaton and Jan Peak
Leader of Learning – Positive Behaviour for Learning	Alex Selmes, Addie Kucks

Our award winning Pre-Prep program entitled, 'Step to Prep' is based on the strong partnerships we have with our local Kindergarten and Daycare providers. Our approach involves meeting regularly with Directors and Teachers of these local centres to help them understand the expectations of Prep through our 'Linking Little Learners Summits' which aim top support children to be ready for school. Our staff visit our local kindergartens so students know them prior to commencing school and our Step to Prep program provides numerous opportunities for kindergarten students to visit our school and engage in quality early years experiences with our staff. During these visits, we also provide Parent Information Sessions to support parents to prepare their child for school. Our 'Step to Prep' program culminates in our Teddy Bears' Picnic which invites all enrolled kindergarten students to participate in a day of fun activities with their parents so they can get to know out staff and Prep Precinct and increase their confidence about starting school.

Co-curricular activities

- Instrumental Music Program
- Senior and Middle Dance Groups
- Creative Generation Dance Performers
- Metro Cup Rugby League
- QLD, Regional and District sporting opportunities for identified students
- Instrumental Ensembles and Bands
- Senior and Junior Choir
- Interschool Sport
- Active After School Communities / Sporting Schools
- School Excursions
- School Camp Program
- Cluster Debating Competition
- Student Council and Clubs (such as our Sustainability club)
- Lunch Action Activities: structured lunchtime programs and activities to support social inclusion and engagement at morning tea and lunch breaks

How information and communication technologies are used to assist learning

In 2018, our school continued as a #qldtech school. This was in recognition of the Digital Technologies curriculum we offer students from Prep – Year 6. This program includes access to a 3D printer, green screen and coding software on laptops in our computer lab.

Our students continued to utilize desktop computers, laptops and iPad devices to assist teaching and learning in Prep – Year 6. All classrooms were also able to use their Interactive Whiteboard to provide highly engaging learning experiences for students. Each classroom had four computers and a minimum of 16 laptop devices shared between groups of classes.

Our Learning Enrichment Pathway classes were provided with 1:1 iPad devices to enhance their learning. Teachers of these classes were also provided with iPads to use for modelling with students. A list of school approved apps were developed and shared amongst our classes as teachers began adopted more ICT-based approaches to learning.

The school utilizes web based instructional software in the form of Mathletics, Literacy Planet, Brain HQ and Reading Eggs to engage children with our English and Mathematics curriculum.

Digital pedagogies are embedded in a wide range of subjects and activities. Many teachers create, use and access virtual web tools such as Edstudios and Virtual Classrooms to deliver the classroom content, organize homework and include parents in learning programs.

Social climate

Overview

Overview
Our three school rules of: I am Safe, I am Respectful and I am a Learner are the embedded foundations to maintaining a safe, supportive and disciplined learning environment at Norfolk Village State School. The school has developed a comprehensive School Responsible Behaviour Plan which was updated and endorsed by our Parents and Citizen Association in 2017 and will be due for an update in 2019. This included our Tier 2 and 3 referral processes, support plans and materials which are used throughout the school. A copy of our Responsible Behaviour Plan can be found on our school website.

The school operates a Positive Behaviour for Learning committee which meets each month to discuss school based behavioural data, establish behaviour focuses for explicit teaching each week and review/update Positive Behaviour for Learning operations and processes across the school. The school has developed a comprehensive 2018 Positive Behaviour for Learning action plan which is actioned, monitored and reviewed each month by the PBL committee.

The school has allocated additional funding to ensure that we have a full time Guidance Officer. The school also has a part time Chaplain (2 days/week) who is available to assist students. The Chaplain is funded through the National School Chaplaincy Program with Scripture Union and with donations from our Parents and Citizens Association. Despite the rapid growth of the school, external and internal feedback is that our school as a "positive" culture which is embedded in the daily operations of our school and which assists new children to the school in feeling supported.

Our Response to Intervention Framework again focussed on providing targeted support for students in Reading. Teachers use common formative assessments to identify students' problems of practice and then provide targeted intervention to seek improvement in this area. Students are tracked through professional learning team meetings and identified coming into the spring and at the end of the sprint to identify the learning impact that has taken place.

In 2018, all teaching staff were trained in the first two of the five modules of the Berry Street Educational Model (BSEM). The first two modules included 'Body' and 'Relationships'. The BSEM pedagogy is evidence based and is integral at Norfolk Village State School as it assists with:
- Students who struggle with self-control, emotional regulation, poor attachment and relationship skills, chronic stress or deficits in learning
- Students who are trauma-affected or exposed to traumatic stressors
- Students who need to build personal stamina for independent learning
- High achieving students who require strategies for personal resiliency

In 2018, the school continued to supports students with complex and challenging needs through an evidence-based intervention program known as 'The Engine Room' which focussed on developing students' executive function skills and targeting cognitive weaknesses.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	99%	92%	96%
• this is a good school (S2035)	100%	93%	93%
• their child likes being at this school* (S2001)	100%	88%	94%
• their child feels safe at this school* (S2002)	98%	88%	98%
• their child's learning needs are being met at this school* (S2003)	98%	86%	86%
• their child is making good progress at this school* (S2004)	95%	90%	88%
• teachers at this school expect their child to do his or her best* (S2005)	99%	93%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	90%	90%
• teachers at this school motivate their child to learn* (S2007)	97%	88%	93%
• teachers at this school treat students fairly* (S2008)	93%	84%	91%
• they can talk to their child's teachers about their concerns* (S2009)	97%	92%	96%
• this school works with them to support their child's learning* (S2010)	97%	90%	91%
• this school takes parents' opinions seriously* (S2011)	94%	86%	80%
• student behaviour is well managed at this school* (S2012)	91%	83%	79%
• this school looks for ways to improve* (S2013)	98%	92%	92%
• this school is well maintained* (S2014)	99%	98%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	97%	98%
• they like being at their school* (S2036)	98%	94%	93%
• they feel safe at their school* (S2037)	100%	95%	95%
• their teachers motivate them to learn* (S2038)	98%	95%	94%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	92%
• teachers treat students fairly at their school* (S2041)	89%	94%	84%
• they can talk to their teachers about their concerns* (S2042)	91%	89%	86%
• their school takes students' opinions seriously* (S2043)	91%	93%	82%
• student behaviour is well managed at their school* (S2044)	93%	86%	86%
• their school looks for ways to improve* (S2045)	99%	95%	95%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	92%	92%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	93%	83%
• they feel that their school is a safe place in which to work (S2070)	96%	96%	93%
• they receive useful feedback about their work at their school (S2071)	90%	83%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	89%	93%
• students are encouraged to do their best at their school (S2072)	96%	96%	96%
• students are treated fairly at their school (S2073)	96%	90%	79%
• student behaviour is well managed at their school (S2074)	92%	83%	67%
• staff are well supported at their school (S2075)	90%	80%	69%
• their school takes staff opinions seriously (S2076)	88%	81%	58%
• their school looks for ways to improve (S2077)	94%	93%	90%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	96%	84%	81%

* 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

We value parents as partners in their child's education and actively seek parental engagement to enhance the learning experience for students. We value the time parents take to be part of their child's educational experience and ensure parent volunteers are welcomed and appreciated. Our Parents and Citizens Association works tirelessly to support the school, raising funds to assist in school improvement areas. A large success of this was raising enough funds as a school community air condition an additional 12 classrooms in Years 4, 5 and 6.

As an Independent Public School, our School Council was developed in 2017 and our Parent Representatives, Mrs Katy Mills and Mrs Jeni Craig continued in their roles throughout 2018. Our School Council focussed on progressing our business partnerships through our Community Partnerships Officer who works 2 days/week and our Bring Your Own Device roll out plan, led by Stuart Dale, parent and South East Region Technology Manager. This focus led to significant positive partnerships for our school community, supporting students to flourish in our school community,

Our school provides a fortnightly newsletter, weekly email update, Facebook site and text messaging for absent students. In addition to this, teachers provide class newsletters and communication which are regularly emailed to parents to provide classroom-specific information.

Parents are welcome to attend our fortnightly student assemblies to share in student success. These are held over our three school sectors, Junior, Middle and Senior. Parents of students receiving a Student of the Week award for their class are invited to attend these assemblies for these presentations. Parents of students who are performing on assembly are also invited to attend. In 2018 our school implemented the 'Behaviour Badge' in response to community feedback to recognise students with exemplary behaviour. Students could work towards achieving

these each term and were awarded at the end of each term either a Bronze, Silver, Gold badge to wear as part of their school uniform. Platinum medals were awarded in term 4 once all other badges were achieved over the year.

Parents of students with a disability meet more regularly with their child's support team and are actively consulted regarding their adjustments made to assist students with diverse learning needs to access and participate fully within our school.

A comprehensive Volunteer Induction package is offered annually to all volunteers. We regularly acknowledge and thank our volunteers and encourage productive relationships with our volunteers who provide such great support to our school.

Respectful relationships education programs

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

Our school incorporates a number of programs to foster and encourage respectful relationships. We have implemented the Berry Street Education Model which focuses on creating healthy and positive relationships within the school setting and beyond. We provide Life Education each year to deliver their modules focusing on healthy relationships. We have recently trialled Life Education's new modules around respect, relationships and connections. We use a variety of social and emotional learning programs such as You Can Do It to explicitly teach respectful relationships across all year levels. Our Chaplain implements the Rock and Water program that teaches students about self-respect. The school Guidance Officer implements the Chill Club program and runs friendship programs aimed at teaching and fostering respectful relationships.

In 2018 we hosted our Adopt-a-Cops for Cybersafety sessions, respectful relationships and student wellbeing mentor support which was positively received by our school community.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	71	52	82
Long suspensions – 11 to 20 days	0	1	5
Exclusions	0	0	5
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school was environmentally designed with the capacity to capture, store and utilize 660 000L of water to offset water usage, with 10 solar panels included in school build and the installation of 34 solar panels in 2012 as part of the Federal Government's Solar Initiative to reduce electricity consumption. With the provision of the school multipurpose hall as part of the BER projects in 2011 a further 200 000L water storage was provided. It is expected that electricity consumption will reflect enrolment trends whilst regulated water consumption will remain relatively low due to the water storage capabilities of the school. In 2016, air conditioning units were installed and electricity consumption was still relative to the previous year. Consumption in 2017 is also relative to the previous year's given current enrolment numbers. The school offers a student Sustainability committee which helps to coordinate lunch time activities such as recycling and gardening club. The school continues to strive for a reduced environmental footprint by implementing continued sustainable practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	261,944	276,876	287,374
Water (kL)		355	778

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	74	38	<5
Full-time equivalents	69	28	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	12
Bachelor degree	55
Diploma	2
Certificate	0

*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 was $108 664.

Teacher professional development initiatives were based on the School Priorities and Teachers' APR goals and the major professional development initiatives included.
☐ Reading – Upper 2 Bands, Phonemic Awareness, Elements of a Reading Block and High Impact Strategies

☐ Elements of a Writing Block and Daily Writing

☐ Student Well-being – Berry Street Education Program

☐ Proficiency Scales

☐ Student Goals

☐ Instructional Coaching

☐ ICTs including iPad usage for learning

☐ Kagan Engagement Strategies

☐ GROWTH Coaching

☐ Flourish

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	92%	91%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

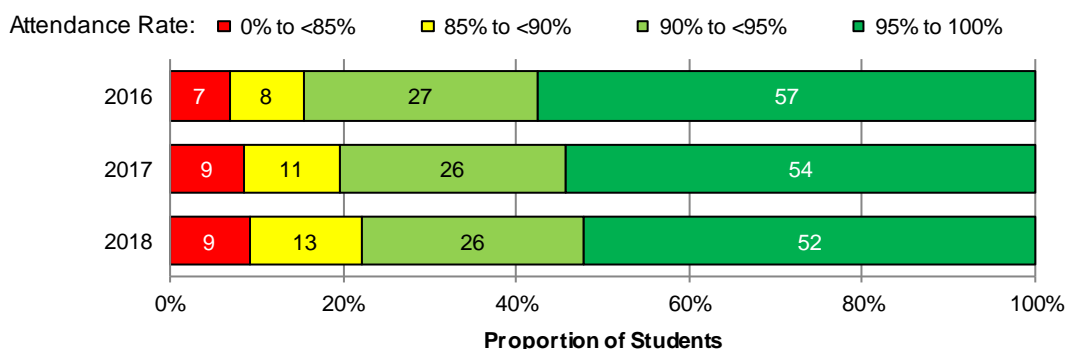Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	95%	94%
Year 1	94%	94%	94%
Year 2	94%	94%	94%
Year 3	94%	93%	93%
Year 4	95%	93%	93%
Year 5	94%	94%	92%
Year 6	94%	94%	93%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	7	8	27	57
2017	9	11	26	54
2018	9	13	26	52

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Our school Attendance Guidelines are managed in line with our Department of Education and Training policies, which outline processes for managing and recording student attendance and absenteeism. Our school community maintains that student attendance is a shared parent and school responsibility. We also acknowledge that attendance has a direct correlation to student achievement and for this reason, *Every day Counts.*

Our school rolls are marked electronically each day and parents of children who are absent from school without a reason are sent a text message to request an explanation for their absence. Parents can ring or email our Absence Lines to advise that their child is going to be away from school and the reason for the absence.

If a student is away for three consecutive days, our classroom teacher contacts parents directly to identify the reason for the absence. Each term, parents are provided with a letter outlining any unexplained absences recorded in our attendance system requesting an explanation be provided for these absences. If the classroom teacher does not receive a response from the parent, or a pattern of non-attendance emerges including frequently being late to arrive or early to leave, the Deputy Principal makes contact with the parent to organize a meeting to discuss how we can work together to support the student being at school.

Should a student's attendance still not improve, the Principal works with our Department of Education and Training and relevant authorities to implement the relevant actions outlined in our Attendance Policy as per the legislative requirement for all students to attend school.

Our Deputy Principals regularly share attendance rates in their fortnightly newsletter articles, celebrating those classes and year levels with excellent attendance. Key attendance messages are also provided for parents through our electronic newsletter and school sign, including the Department of Education and Training's *Every Day Counts* support materials for parents.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.