



Bracken Ridge State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

At Bracken Ridge State School, an Independent Public School, we are focussed on educating the whole child, as part of our vision of, “Learning Together, Learning for Life”. It is a vision of teamwork, achievement and life-long learning. Our compassionate, caring and dedicated staff ensures that every child feels welcome and supported while in their “Learning Zone”. Our focus on developing student success and wellbeing is a key reason that many parents choose to send their child to our school. We know that the key to students’ learning success at our school is acknowledging that our students need to be ready and well positioned socially and emotionally to learn. For this reason, our focus continues to be on developing our students’ understanding of how their brain works and the role of mindfulness in centring themselves, so we can move into supporting our students to develop a “Growth Mindset”.

In 2017, we continue to relentlessly focus on improving student achievement across the Learning Areas, and in particular, Reading. Our teachers are committed to ensuring that all students are aware of the ‘success criteria’ of assessment tasks - what they need to do, know and understand to demonstrate their learning. This is clearly displayed in classrooms and used to support feedback to students so they know what they need to enact to improve their own learning.

This year, Bracken Ridge State School continues to employ a specialist Arts Teacher to teach our students Visual Arts, Dance, Drama and Media. This compliments our already strong Music Program and Twilight Concerts. Our students also now have access to a range of extra-curricular activities during lunch times, including Coding, Hip Hop Dance, Street Art, and supported play options. Our students in Prep to Year 4 receive weekly Digital Technologies lessons from a Specialist Teacher, to ensure they have the skills required as 21st Century learners. Our Year 4-6 students have weekly access to intra and interschool sports program, and all students from Prep to Year 6 attend in-school Swimming and Physical Education lessons.

Making all of this happen is a team of high performing Teachers and Teacher Aides, who are passionate about ensuring that we provide high quality learning to all students.

Principal’s Forward

Introduction

School Progress towards its goals in 2016

Improvement, Achievement and Engagement Priorities for 2016:

Priority	Success Indicators	Progress and next steps
Improvement: Reading <ul style="list-style-type: none"> • Employment of 0.6 Literacy coach • Analysis of student Reading data on a quarterly basis • Development of quarterly Reading Action Plans aimed at the improvement in Reading of every student • Review of Reading Action Plans on quarterly basis • Continue to implement F&P benchmarking 	100% students above National Minimum Standard 30% students in Upper Two Bands	<ul style="list-style-type: none"> • Continue to focus on achievement of established NMS and U2B • Continue appointment of Literacy Coach 2017 • Continue quarterly data analysis and Action Plans • Establish comprehensive Intervention programs across school for targeted students, to progress student

<p>system to monitor student progress against Regional and School targets</p> <ul style="list-style-type: none"> Refinement of Data Collection Schedule for 2016 – 2018 Introduction of balanced literacy blocks across P-6 for minimum of 90 minutes, 4 times a week Introduction of The Arts Specialist Teacher to release teachers for coaching and professional learning Reallocation of Teacher aide time and specialist lessons to support implementation of Literacy Blocks Establishment of Reading Data Wall. 		<ul style="list-style-type: none"> Introduction of Sharratt Case Management model with focus on Instructional need.
<p>Achievement: Success Criteria</p> <ul style="list-style-type: none"> Quarterly Learning Walks in every classroom (Sharratt 2012) with feedback provided to classroom teachers to develop goals Co-construction of Success Criteria for English Tasks in Prep- Year 6 Quarterly Curriculum Planning meetings Continuation of Leadership Team attending Sharratt Workshops Introduction of The Arts Specialist Teacher to release teachers for coaching and professional learning Development of annotated A Exemplars 	<p>80% students achieve a C or higher in English</p>	<ul style="list-style-type: none"> Visit to BRSS by Lyn Sharratt, Regional Staff and Regional Principals to view data wall and conduct Learning Walks Average of 80% students achieved a C or higher across Years 1-6. Maintain a target of 80% attain a C or higher in English in 2017 Leadership Engagement in Sharratt Master Classes Continuation of Learning Walks and feedback loops
<p>Engagement: Staff, Students and Community</p> <ul style="list-style-type: none"> Introduction of Mindfulness and Neuroscience in all classrooms Development of a whole school language to describe learning and behaviour across P-6 Establishment of Student Success and Wellbeing coaching position Introduction of lunchtime clubs- Coding, Hip Hop, Junior Dance, Supported Play Parent Information Sessions and “Coffee, Cake and Chat” mornings Establishment of “toggling” spaces and tables Review of School’s Responsible Behaviour Plan Rebranding of SWPBS Committee as the Student Success and Wellbeing Committee Engagement in Regional Age Appropriate Pedagogies Project in conjunction with Griffith University and Metropolitan Region Engagement with Regional Transitions and Partnerships Officer Increased range of Prep orientation and transition days Establishment of links with Early Childhood Education and Care providers in local area Continuation of Peer Support program 	<p>School Opinion survey Data:</p> <ul style="list-style-type: none"> > 95% agreement: My child is getting a good education at school (S2016) > 95% agreement: My child likes being at this school. 	<ul style="list-style-type: none"> Continue focus on Revision of School Responsible Behaviour Plan in 2017 Continue employment of Student Success and Wellbeing coaching position Publish transition book, “What We Do at School” Establish and explicitly teach school wide toggling routine Establish pre-Prep playgroup Evaluate effectiveness of Peer Support Program Engagement focused Learning Walks

Future Outlook

In 2017, we continue our focus on **Engagement, Improvement, and Achievement** through sharpening and narrowing our focus to three key priorities:

- Engaging students** through learning about the brain, how they learn, and how they can self-regulate their thoughts, feelings and behaviour using neuroscience and mindfulness;
- Improving students’ Reading and literacy skills** through developing comprehensive literacy blocks;
- Supporting student achievement across the curriculum** through using explicit and salient success criteria.

Our plan for Engagement, Improvement and Achievement in 2017 is as follows:

2017	Engagement: Neuroscience/ Mindfulness	Improvement: Literacy Blocks	Achievement: Success Criteria
<p style="text-align: center;">Target</p> <p style="text-align: center;">Givens</p> <p style="text-align: center;">Accountability</p> <p style="text-align: center;">Support and Professional Learning</p>	<ul style="list-style-type: none"> 50% reduction in minor/ major incidents 	<ul style="list-style-type: none"> 95% above NMS and 30% in U2B 80% achieve C or higher in English Literacy mean scores equal or above National NMS 	<ul style="list-style-type: none"> 80% of students achieve C or above in English
	<ul style="list-style-type: none"> All students taught: <ul style="list-style-type: none"> Hand model of the brain and related vocabulary – brain stem, limbic system, amygdala, PFC, hippocampus, upstairs/ downstairs brain, “flipping your lid”, nervous system Brave, Strong and Courageous Toggle steps and routines Learning/ Comfort/ Danger Zone Toggle tables/ spaces in every classroom Behaviour Warm ups implemented daily 	<ul style="list-style-type: none"> Detailed timetable for literacy block developed for every classroom Balance of writing and reading, integrating the Gradual Release of Responsibility Model Reallocation of TA time to provide enhanced support during Literacy Blocks Prep Oral Language focus and programs Service Delivery Models – SEP and Intervention Data Wall- quarterly adjustments 	<ul style="list-style-type: none"> Co-constructed Success criteria for English Child Friendly Guide to Making Judgements A exemplar for English WALT, WILF and TIB displayed- unit and lesson level Sharratt’s 5 questions Extend to other Learning Areas (Science, Geography, History) Descriptive feedback
	<ul style="list-style-type: none"> Toggle table in room Brain posters displayed Daily mindfulness activity, 5-10 minutes, 5 times a week Toggling Learning Walk Mindfulness Learning Walk 	<ul style="list-style-type: none"> Implemented for 90 minutes, 4 times a week Reading Data Action Plans - quarterly Collaborative Data Inquiry Meetings – quarterly Case Management Meetings Identification of students requiring intervention through Students With Additional Needs (SWAN) process Data wall. 	<ul style="list-style-type: none"> Givens displayed in classroom referred to by class teacher Formal and informal Learning Walks Moving towards integrating new Learning Areas – HASS, consolidate Maths and English, Digital Technologies Calibration Moderation – quarterly
	<ul style="list-style-type: none"> Establish 0.2 Student Success and Wellbeing Coach position: <ul style="list-style-type: none"> Modelling Co-teaching cycles SMART goal and follow up Resources Neuroscience 3 x sessions 30 mins coaching per week 30 minutes Professional Learning per week (Arts program) Review and revise Peer Support program for students Online Mindfulness course Behaviour Warm Ups – assemblies, G Drive AVT Behaviour and PBL Coach 	<ul style="list-style-type: none"> Literacy coaching program- 1.1 position <ul style="list-style-type: none"> Co-teaching Co-planning Co-reflecting Co-debriefing Coaching: Transitions and Partnership Officer (Regional position) – Prep teachers Review of Coaching Model Continued development of Teacher Aide skill set to implement LLI and Cracking the Code as part of class programs Development Teacher Aide skill set to implement Minilit Continued engagement in Age Appropriate Pedagogies Project (Metropolitan / Griffith University) Collaborative Data Inquiry Meetings Shared practice/ Collegial visits Daily 5/ Reading CAFÉ / Sharratt and Fullan, Fountas and Pinnell Daily 5 Book club 	<ul style="list-style-type: none"> Curriculum Planning Meetings Feedback from Learning Walks and goal setting Calibration Moderation – quarterly Drop In sessions Developing adjusted bank of tasks – HOSES Regional Lyn Sharratt project Feedback study- University of Queensland Implementation of ACARA – towards 2020

Community Engagement	<ul style="list-style-type: none"> • Parent Neuroscience Information Sessions • Parent Workshops : Building the Culture • Coffee, Cake and Chat sessions • Consultation: Responsible Behaviour Plan • Parent Learning walks • Fathering Project • Fit S'cool program • Promotion through Facebook • Chaplain's breakfast • Parent-Teacher Information Evenings 	<ul style="list-style-type: none"> • Parent Workshop : Building the Culture • Parent letters of students meeting / exceeding Reading targets • Parent Learning walks • Promotion through Facebook • Parent Pipeline workshops • Parent-Teacher Information Evenings 	<ul style="list-style-type: none"> • Sharing results of student feedback from Learning Walks in newsletter – quarterly • Parent Learning walks • Promotion through Facebook • Student-Lead conferences (trial) • Parent-Teacher Information Evenings
	<ul style="list-style-type: none"> • Overview and resources • Weekly Staff Bulletin • Term Student Success and Wellbeing memo • Responsible Behaviour Plan • Triage Document • Showcase Days/ events 	<ul style="list-style-type: none"> • Literacy Block Placemat • Literacy Block timetables • Support Plans- achieving below target/ D in English • Literacy Action Plan – coaching tool • BRSS Reading and Guided Reading programs • School ORE • Weekly Staff Bulletin • Individual Curriculum Plans 	<ul style="list-style-type: none"> • Our Class Learning Tools • BRSS Curriculum and Assessment Plan • Weekly Staff Bulletin
	<ul style="list-style-type: none"> • Minor/ Major Incidents • Behaviour Incidents by category • Behaviour Incidents Referrals • Positive Behaviour data • Rumbles Quest wellbeing data 	<ul style="list-style-type: none"> • F&P data • PAT-R • Sight Words • Early Start • Metalinguistics • NAPLAN • Intervention data : Educheck, Burt Word Test 	<ul style="list-style-type: none"> • A-E data • Learning Walks feedback

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	428	210	218	37	93%
2015*	371	185	186	40	91%
2016	327	161	166	38	89%

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

There are 14 class groups with an average of 2 drafts in each year level, with some classes being multi-age / composite. Most classes are at or below target, which comprises of 25 for Prep – Year 3, and 28 for Year 4 – 6. Our students are drawn mainly from the neighbouring areas of Taigum, Sandgate, Bald Hills, Brighton, and the immediate Bracken Ridge catchment. This is in addition to families who commute to our school from outside the catchment. Our parents select our school for our high expectations of and support for our students. In the past twelve months, our school has experienced enrolment growth, with families selecting our school due to our unrelenting focus on supporting “the whole child”.

The cultural diversity in the local community is reflected by our student population. Approximately 4% of our students are from non-English speaking backgrounds including Indian, Pacifica Nations, Sri Lankan, Middle East, Burmese, and Asian and African nations. Approximately 12% of students are from Aboriginal and Torres Strait Island backgrounds.

Our Special Education Program caters for approximately 24 students from Prep – Year 6 with Autism Spectrum Disorder, Physical Impairment, Hearing Impairment, Speech-Language Impairment and Intellectual Impairment. Our program promotes and supports the inclusion of students with disabilities within mainstream classrooms.

A majority of students undertake secondary education at our feeder high schools of Sandgate District SHS and Bracken Ridge SHS. A small number attend other nearby High Schools and private high schools after leaving Year 6.

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	19	24	23
Year 4 – Year 7	24	27	26
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

We utilise the Australian Curriculum for English, Mathematics, Science, History, Geography, and Digital Technology, and the Queensland Curriculum’s Essential Learnings and Standards for The Arts, HPE and Japanese, in line with all other Queensland State Schools. Our teachers focus specifically on making the success criteria, task sheets and A exemplars salient in the classroom, to ensure that all students know what they need to know, do and understand to achieve to their highest potential.

Our personalised coaching program focuses on developing teachers’ pedagogical knowledge and skills in the areas of Literacy and Numeracy, with a specific focus on reading comprehension, specifically inferential comprehension (QAR); Explicit Teaching Model; problem solving; using student achievement data and differentiation.

We engage in a number of assessment practices, including using a range of internal monitoring processes, such as Fountas and Pinnell Reading Benchmark System, PAT Maths, PAT Reading

Sight Word tests and letter/sound recognition. Teachers utilise data from NAPLAN, school data and moderation practices to sharpen and refine their teaching. .

Reporting to parents occurs twice yearly for all students in Prep to Year 6 through formal Report Cards (Terms 2 and 4), and informally through face to face Parent-Teacher interviews (Terms 1 and 3).

Co-curricular Activities

At Bracken Ridge, we offer a range of extra-curricular activities:

- Instrumental Music;
- Concert Band;
- Senior and Junior Choirs;
- Coding Club;
- Junior Dance group;
- Senior Hip Hop group;
- Mathematical Tournaments;
- Celebrations Days - Under Eights Day, Rewards Days, NAIDOC Week,
- School Leaders Program;
- Specialised lunch time programs;
- Inter- school Sports and Training programs;
- Chaplaincy Program;
- Swimming Club offered through Bracken Ridge Swimming Club;
- Before and After school Care offered through Jabiru;
- School Camping Program – Year 5 and 6 students;
- Range of excursions and incursions.

How Information and Communication Technologies are used to Assist Learning

The school has two fully networked computer labs as well as at least three networked computers in each classroom. In 2015, all computers were rolled over in the larger lab, to ensure students were able to access new and reliable technology. In 2017, all classroom desk top computers will be rolled over so that across the school, no computer is over 2 years old.

The fully networked computer labs let students undertake ICT lessons which allows for innovative learning experiences using multimedia programs. Networked computers enable all students to access the internet, email and school Intranet. Most classrooms integrate some form of ICTs into their classroom programs. Some teachers have a Virtual Classroom or EdStudio operating, where students and parents log in for interactive communication. Some classrooms have Interactive Whiteboards, and where Interactive Whiteboards were unable to be installed, projectors (including interactive projectors) were mounted during 2015 instead.

The school installed a full wireless network in 2012 with coverage right throughout the school. This has helped greatly in providing flexibility and increased usage of C4T devices and the utilisation of the school's collection of iPads. In 2015, the wireless connection was extended to our hall and Prep classrooms. Our bandwidth was also upgraded.

In 2015-16, the school engaged the services of an ICT expert to coach teachers and students in the use of coding programs to build student and teacher confidence and engagement. As a result, we have established a Coding Club, and have re-engaged the ICT expert to work with Year 6 classes to develop game consoles, linked to Science units exploring electricity and circuits. In 2017, the school employed a part-time Digital Technologies teacher to work with students from Prep to Year 4, to increase their skill levels, and implement the new Australian Curriculum.

In 2017, additional iPads were purchased for both Prep classes and three additional classes, with the focus on utilising iPads to increase students' digital technology skills and enhance student engagement.

Social Climate

Overview

Bracken Ridge State School is located in the northern suburbs of Brisbane. The school services the areas of Bracken Ridge, Taigum, Sandgate, Bald Hills and Brighton. The school opened in 1957 with an enrolment of 53 students. This number rose to 1200 in the 1980's, while this year's enrolment is approximately 360 students.

The school community is a mix of the socio-economic strata.

In 2013, the school was accepted into the Positive Behaviour for Learning Program. PBL is a research-validated organisational framework which supports explicitly teaching and reinforcing expected student behaviours and actively acknowledging students for demonstrating positive behaviours in the school environment. It regards every part of the school as a teaching and learning environment and every staff member as part of the PBL approach. The school has produced a coordinated school wide implementation Action Plan, which takes into account a range of factors which may influence student behaviours and addresses behavioural issues both in and outside of the classroom. The plan also includes strategies for involving families and community in improving student discipline.

In 2016, the school widened its approach to managing student behaviour by actively incorporating mindfulness practices and teaching students about the functioning of their brain (neuroscience). To support this work, the school has employed a Student Success and Wellbeing Coach to support teachers and students in the implementation and practice of mindfulness and neuroscience. This work is further supported by the introduction of targeted "warm ups" and "morning chats" by the Deputy Principal and Principal, and the introduction of school wide language and practices. This approach has resulted in a decrease in the number of incidents, and in the necessity for short-term and long-term suspensions overall.

A school Chaplain working two days a week provides additional pastoral care and supportive strategies that enhance the social and emotional wellbeing of students.

School decision making is collaborative through staff meetings, Parents and Citizens Association forums and for students through the Student Representative Council. In 2016, Bracken Ridge State School was accepted as one of 250 schools to be granted status as an "Independent Public School". As a result of this, Bracken Ridge State School will be establishing a School Council this year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	85%
this is a good school (S2035)	89%	97%	65%
their child likes being at this school* (S2001)	95%	100%	88%
their child feels safe at this school* (S2002)	93%	97%	85%
their child's learning needs are being met at this school* (S2003)	93%	94%	85%
their child is making good progress at this school* (S2004)	95%	90%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	85%
teachers at this school motivate their child to learn* (S2007)	95%	97%	81%
teachers at this school treat students fairly* (S2008)	80%	90%	77%
they can talk to their child's teachers about their concerns* (S2009)	98%	94%	96%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	98%	94%	88%
this school takes parents' opinions seriously* (S2011)	89%	93%	71%
student behaviour is well managed at this school* (S2012)	71%	90%	54%
this school looks for ways to improve* (S2013)	87%	97%	81%
this school is well maintained* (S2014)	80%	90%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	92%	100%
they like being at their school* (S2036)	90%	86%	86%
they feel safe at their school* (S2037)	94%	93%	83%
their teachers motivate them to learn* (S2038)	98%	97%	95%
their teachers expect them to do their best* (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	93%
teachers treat students fairly at their school* (S2041)	89%	85%	85%
they can talk to their teachers about their concerns* (S2042)	79%	86%	83%
their school takes students' opinions seriously* (S2043)	80%	88%	88%
student behaviour is well managed at their school* (S2044)	72%	73%	71%
their school looks for ways to improve* (S2045)	96%	96%	95%
their school is well maintained* (S2046)	87%	86%	88%
their school gives them opportunities to do interesting things* (S2047)	91%	89%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	91%
they feel that their school is a safe place in which to work (S2070)	97%	95%	85%
they receive useful feedback about their work at their school (S2071)	92%	100%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	91%
student behaviour is well managed at their school (S2074)	76%	95%	53%
staff are well supported at their school (S2075)	89%	100%	74%
their school takes staff opinions seriously (S2076)	95%	100%	80%
their school looks for ways to improve (S2077)	95%	100%	94%
their school is well maintained (S2078)	92%	95%	100%
their school gives them opportunities to do interesting things (S2079)	92%	90%	94%

Performance measure	2014	2015	2016
Percentage of school staff who agree [#] that:			

* 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

Parents were offered a wide range of opportunities to become involved in their child's education. We have an active and enthusiastic P&C, a caring, supportive Outside Hours School Care and Vacation Program, and many volunteers who together support our staff to encourage and provide guidance for our students. From seeking parent opinions in the matching of class placements to volunteering in the classrooms, parents have a number of avenues to be involved in the school. These include:

- Regular parent teacher meetings and conferences both formal and informal;
- Frequent home-school communication – newsletters, special notices, flyers, Facebook, QSchools and QParents apps;
- Coffee, Cake and Chat mornings following assembly;
- Parents and Citizens Association Meetings, held on the third Wednesday of each month;
- Written semester report cards and opinion surveys;
- Parent/Teacher Welcome sessions conducted at the beginning of each year;
- Celebration of music and culture through Twilight Concerts at the end of each Term;
- Parent Information Sessions.

Parents are viewed as important and collaborative partners, and work closely with teachers, our Head of Special Education Services, the Deputy Principal and Principal in the development of Individual Curriculum Plans, Behaviour Support Plans, and Risk Management Plans. We also work closely with stakeholders to support the diverse needs of our students, including Child Safety Officers, Paediatricians, Allied Health professionals (speech language pathologists, occupational therapists), psychologists, and service organisations.

Respectful relationships programs

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	67	63	40
Long Suspensions – 6 to 20 days	0	3	2
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 installation of Solar Heat Panels at the end of 2009 has enabled the school's energy consumption to be reduced. The school developed a School Environment Management Plan (SEMP), at the beginning of 2011 to help reduce the school's environmental footprint. Integrated Units of work were developed for Year 4 – 6 students to identify areas where the school can decrease its impact of its environmental footprint. The addition of the new multipurpose hall has added greatly to electricity costs from 2011 to 2014. Water usage has seen a spike, due mainly to leaking water pipes that were undiscovered until late 2012. This was due to ageing water carrying pipes, as well as the impact of



overgrown tree roots throughout the system. A program is now in place to reduce the impact of trees growing too close to infrastructure.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	260,608	2,174
2014-2015	264,050	3,225
2015-2016	208,441	693

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

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	31	21	<5
Full-time Equivalents	25	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	23
Diploma	4
Certificate	

*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 \$ 30, 000

The major professional development initiatives are as follows:

- Literacy and Numeracy Coaching program;
- Teacher release for Data and Curriculum planning meetings and coaching feedback;
- Neuroscience and Mindfulness;
- Leadership Conferences and Workshops;
- Age Appropriate Pedagogies Project (with Griffith University);
- Putting FACES on the data (Dr Lyn Sharratt);
- Nonviolent Communication Intervention Training.

The proportion of the teaching staff involved in professional development activities during 2016 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%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

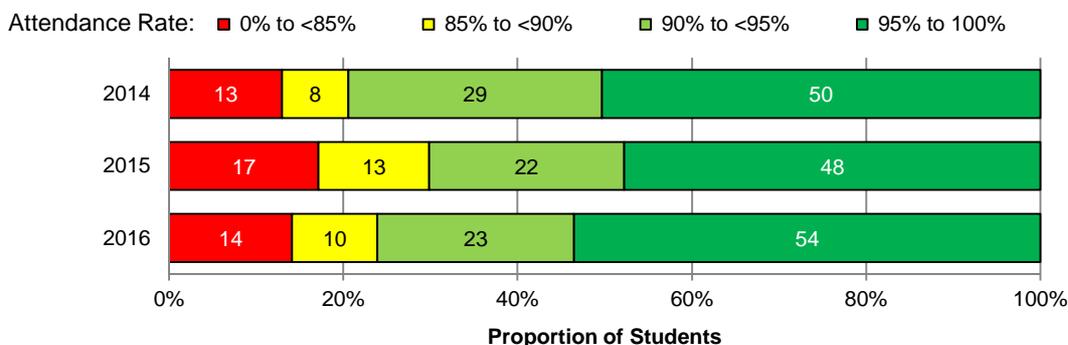
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	94%	93%	94%	93%	92%	92%					
2015	91%	93%	91%	94%	90%	91%	92%						
2016	94%	92%	93%	92%	93%	91%	91%						

*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.

- Rolls were marked twice per day, morning and afternoon, with rolls entered onto the OneSchool at least twice per week;
- Procedures for parental contact when a student is ill or away to ensure that there are no unexplained absences;
- Absences followed up on a daily basis;
- Text messaging service utilised to send alerts to parents;
- Parents contacted by the teacher initially and then the administration (by phone or by note) if a child is away for more than 3 days unexplained or a regular pattern of unexplained absences is noted;

- If there is no explanation, a follow-up letter according to DET policies, SMS PR 29 and 36 will be sent home to parents;

Proactive strategies for increased attendance and enrolment includes:

- School and Prep Open Days;
- Advertising in local newspapers;
- Website notices and advertising;
- School performances in school community events – band competitions, choir performances, competitions;
- Development of school flyers;
- High exposure on social media e.g. Facebook.
- Engagement with early Childhood Education and care centres and Kindergartens.

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

The image shows a search interface for finding schools. It includes a text input field for 'School name' with a 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath, there is a 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large, dark red button with the word 'SEARCH' in white capital letters.

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.