Ashmore State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Ashmore State School is an independent public school, centrally located on six hectares of attractive, landscaped grounds, with very well-resourced facilities, including media, computer and digital technology rooms. Providing quality educational programmes since 1978, our aim is to create a learning community where our students can perform as productive young citizens in their local and global communities. Our school provides a welcoming, friendly and caring environment, where students are encouraged to show the "Ashmore Way", with our fundamental values - Acceptance, Self-discipline, Honesty, Manners, Opportunities, Respect and Excellence. As our school mantra so aptly states, we are 'Proud to Shine' and thus we aspire to all children achieving their highest potential in their learning, social development and responsible behaviours and attitudes. Our vision is "Working together to ensure that every day in every classroom every student is learning and achieving". This is the moral purpose for all that we do at our school. We have a wonderful Performing Arts programme (including music, drama, dance and instrumental music); and specialist teachers and programmes for LOTE (Languages other than English), STEM (Science, Mathematics, Engineering and Technology), ICT (Information Communication Technology) and HPE (Health and Physical Education). We are extremely proud of "Link It" - our own highly-focused and differentiated literacy and numeracy programme, which is fundamental to the school's great achievements in these areas; "KidsMatter" - a well-being framework and our extensive extra-curricular programmes, including "Fitter, Faster, Stronger" and Gardening, Ukulele and Digital Technology Clubs. We are also very proud of our excellent language-focused playgroup (Ashmore's "Shooting Stars"), and our highly successful and popular Pre-Prep programme, both led by a qualified early years teacher. We welcome international students, having an accredited, award-winning international student programme, with English support specialist staff; and we cater for international study and professional tours. There is a comprehensive vacation and out of school hours care programme on site. We actively involve our school community as partners in the learning process of our students, while our dedicated staff prioritise ongoing professional learning and are passionate about providing the best education possible for all students. We are "Proud to shine".

Principal's Foreword

Introduction

Ashmore State School is a suburb of the Gold Coast located in the QLD South East Region. The school opened in 1978 and has a very long and proud tradition of quality curriculum programs and student success. We focus upon providing quality teaching and learning experiences for each individual student in our school community through Aspirational Learning, Personalised Learning, Connected Learning and Precision Teaching and Learning. Our aim is to create a learning community where our students can perform as productive young citizens in their local and world communities.

This report details a sample of achievements and results from Ashmore State School in 2017. As a school committed to excellence and continuous improvement, we welcome all data presented in the report as a catalyst for ongoing reflection, discussion and future planning. As our school mantra so aptly states we are 'Proud to Shine' and thus we aspire to all children achieving their highest potential in their learning, social development and responsible behaviours and attitudes.

Within this report is contained the accomplishments, challenges and future direction of our school in terms of Teaching and Learning and extra-curricular activities. Reference is also made to school attendance rates, audit results, student wellbeing and opinion survey results. The report also highlights our intentions for the future to ensure that every day in every classroom every student is learning and achieving. This phrase is our School Vision and also underpins our moral purpose for all that we do at our school.

School Progress towards its goals in 2017

2017 once again proved to be another successful year for Ashmore State School where we celebrated continued improvement in our student academic outcomes, sporting achievements and Performing Arts accomplishments.

Our school goals focussed upon:

Precision Teaching & Personalised Student Learning: Our dedicated work to enhance literacy and numeracy outcomes for students in a personalised manner continued through the school's Link- It! whole school intervention program. Staff continued to build their professional knowledge of teaching through a range of professional development opportunities aligned to the school's explicit improvement agenda of Oral Language, Literacy, Numeracy and Science. Student Personalised Improvement Plans (PIPS) were further refined to ensure they specifically and authentically related to student learning needs whilst student digital portfolios continued to be developed as true representations of progress encouraging student responsibility for learning. Many targets set at a regional, state and national level were exceeded by Ashmore students in areas of Literacy, Numeracy, Science and in student attendance.

Professional Learning & Transparency of Practice: We continued our Learning Lounges each week before school hours extending invitations to our cluster schools to join us. Staff was provided the opportunity to engage in small group professional development focussing on the teaching of Writing, Reading, Spelling, Data Analysis, Digital Technologies and the newly introduced and developing subject of STEM. The Ashmore State School Literacy Development Centre was renamed as the Ashmore Teaching and Learning Centre, extending its influence to provide support and professional development to not only cluster schools, but universities whose pre-service teachers access experience at Ashmore State School.

The Curriculum Support Team (CST) continued their work representing the stages of learning i.e. Stage A (Prep –Yr.1), B (Yrs. 2&3) Stage C (Yrs. 4&5) and Stage D (Yr. 6) The CST teachers, together with Stage Managers and Year Level Coordinators, facilitated collaborative enquiry where staff shared their expertise, analysed data to inform practice, shared resources and engaged in professional dialogue based on world's best practice. In 2017 teachers and school leaders continued to observe each other's teaching and leadership practice and provided constructive feedback to each other thus enabling continuous building of professional capacity.

Building Community: A strong sense of community engagement continued to be demonstrated as evidenced by the 2017 School Opinion Surveys and parent/carer involvement in our many school activities. Parents continued to offer support in classrooms and parent representatives from each year level provided suggestions and assistance to the school's P&C. The School Council played a significant role in ensuring the good management of the school and in building productive enterprise partnerships. Grandparents and special friends were once again honoured at Baby Boomer's Day. 'Snack & Chat' sessions continued on a weekly basis providing parents and carers with training in the areas of literacy, numeracy and computer technology. The sessions provided participants with deeper insight as to how they could assist their children's learning at home.

Our newly appointed School Chaplain, Colin Batts, played a major role in our school, organising Breakfast Club and offering support to students, families and staff as requested. He continues to play a pivotal role in supporting our school community through the work he does in facilitating lunch time play clubs, being an integral member of our Kidsmatter Team and being engaged in the many social aspects of our school in partnership with the P&C.

Our Ashmore State School Community Garden continued to see members of the wider community engaged in its maintenance and expansion and once again provided produce for the Stephanie Alexander Program and supplemented our Tuckshop menu.

Through our International Student Program, we welcomed visiting students from Japan, Korea and China and provided short and long term school placement to many international students from Asia and parts of Europe. In May 2018, our school was awarded a grant from Education Queensland International to continue to develop the Ashmore Robotics Program.

Other significant achievements for 2017 were:

- Continued expansion of the Pre-Prep program.
- The installation of the new Year 4 building, replacing the two 1980's demountable 'temporary' buildings.
- The appointment of an additional Digital Technology specialist teacher to provide specialist lessons for our students and teachers.
- The continued expansion of ICT resources across the school.
- Our continued partnership with Education Queensland International and the many school study visits.

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- The continued success in our school NAPLAN results as evidenced by data sets that exceeded regional, state and national targets.
- Enhanced opportunities for our Gifted and Talented students in the form of days of excellence and excursions to different school sites.
- Student led parent-teacher conferences supported by digital portfolios to evidence their learning and achievements
- Continuation of the before school "Fitter Faster Stronger" program which involves many of our Ashmore community members including teachers, students and parents exercising their way through the early hours of the morning.

Future Outlook

The future for Ashmore State School is positive and encouraging in terms of student outcomes, staff expertise and community involvement. We are focussed on ensuring that our strategies to build a strong effective school are embedded in practice and culture. Key strategies are identified in our school's Explicit Improvement Agenda 2018 which focuses on ensuring that we continue to exceed school and regional targets in 2018 as follows:

Subject	Ashmore State School Target
Reading	77% students achieving in the Upper Two Bands
Writing	70% of students achieving in the Upper Two Bands
Numeracy	60% Yrs 3 – 5 achieving expected growth in two bands
STEM	All students achieving a 'C' or above and 50% achieve Stanine 7+

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	784	384	400	22	93%
2016	829	399	430	31	94%
2017	892	431	461	34	94%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

The student body comes from a range of socio- economic and cultural backgrounds. A significant number of Ashmore State School students are children whose parents attended the school. Hence a key characteristic of the school is one of familiarity and historical support. However, the school enrolment increased significantly in 2017 with many parents moving into the area by choice so that their children can attend Ashmore State School as per the enrolment management plan.
The school also caters for transient families who move from interstate for employment and /or family reasons. Some of these families remain at the school for long periods whilst others are only able to remain for short stays. Our school welcomes international students whose parents may be studying at nearby universities or who have been offered permanent employment after meeting government requirements.

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

AVERAGE CLASS SIZES			
Phase	**2015**	**2016**	**2017**
Prep – Year 3	24	24	24
Year 4 – Year 6	25	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Students at Ashmore State School accessed learning through the Australian Curriculum.

Year level teachers planned collaboratively each term to ensure consistent adherence to the whole School Curriculum Plan and assessment processes. Additionally, student criteria adapted from the achievement standards of the Australian Curriculum was

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provided to each child and to parents to assist students to progress their learning. To support students further, every child had a personalised improvement plan (PIP) which was developed each term in consultation with their classroom teacher.

To ensure that students were assessed equitably against the criteria, our teachers collaboratively moderated results at the end of each term.

Our Link It! whole school intervention program was conducted daily through skilled staff to enhance student literacy and numeracy outcomes.

Ashmore State School offered Academic Excellence opportunities and Sports Excellence programs in partnership with surrounding secondary schools and Griffith University. Participation in the University of NSW International Competition and Assessment (ICAS), Lioteracy Planet, Mathletics and the Premier's Reading Challenge catered for the many and varied talents of students in our school. Additionally in Math, students participated in the on-line competition, Mathletics P-6, usually being ranked in the top ten schools in the world and on one occasion, listed as the top performing school in the world.

Our Gifted and Talented program provided opportunities for students to further enhance their talents in the Performing Arts, Science, Technology, Engineering and Math (STEM).

Pre Prep was expanded this year as a result of strong family interest. Two half day sessions are conducted each week. Whilst children learn with a qualified Early Childhood teacher, the parents participate in our "Snack & Chat" information sessions so they become familiar with many aspects of our school including the school's Literacy Planet. They also learn how to access our school website and QParents and class edStudios. Playgroup continues and operates each Monday morning. Demand for this service to the community continues to grow.

Our school enjoys a fine reputation for the Performing Arts program. Junior and Middle School Dance teams continued to develop their skills in this particular area. Our Junior and Senior choirs performed at a high standard in the Gold Coast Eisteddfod as did students involved in the instrumental and strings programs. In Health & PE our before school Fitter, Faster Stronger program included parents and students in activities designed to build physical and emotional health. The wider school sport curriculum offered:
- Athletics Carnival
- Cross Country
- Swimming lessons
- Swimming Carnival
- Inter-school sports
- Participation in district and regional teams

Our school also offered:
- EATSIPS– Embedding of Aboriginal and Torres Strait Islander perspectives in school
- Japanese classes for Prep, Year 1 , 2, 3 & 4 with the plan to extending throughout the school by 2020.
- Single subject acceleration

Co-curricular Activities

Students at Ashmore State School were provided with a vast range of extra-curricular activities which varied from term to term reflecting the needs of the students, the resources and availability of staff. These opportunities were intended to provide students with a broad range of experiences thus enriching their lives at school.

Such extra curricula activities included:
- Fitter Faster Stronger – before school fitness and nutrition program
- Premier's' Reading Challenge
- Unify Programmed – Years 5 and 6 (Writing, Science, Critical Thinking)
- Media Club- lunchtime program
- Science Club – before school program
- Community Garden – before & after school & weekend student and family activity.
- Thunderbirds Club- lunchtime group for students who enjoy quiet, structured play
- Watercolour and Pastel Art. - after school
- Academic challenge competitions with neighbouring high schools.
- Runaway Bay Building Resilience Camp Yr. 4
- Runaway Bay Sports Excellence Centre Leadership Camp Yr. 5
- Lake Ainsworth – Yr. 6
- Breakfast Club
- Peacemakers - student led program to assist fair play, respect and kindness in the playground
- Prep incursions including Fire Education, Pirate Day, Auntie Peach Day, Indigenous Cultural Show, Santa Round the World
- End of Term 'Show Off days' for each class to share their achievements with the school community.

How Information and Communication Technologies are used to Assist Learning

During 2017 the school's ICT committee continued to oversee the efficient running of the whole school ICT infrastructure. The purchase of more resources extended to additional sets of iPads, replacement of classroom computers, new multi-function printers and installation of interactive television screens.

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Students also received explicit instruction in the use and application of technology through weekly specialist lessons aligned to the school's ICT Scope and Sequence plan. Digital Portfolios were further developed across the school which were presented to parents during Student Led Conferences. PTO (Parent Teacher Online) continued to be implemented to simplify the booking process for these conferences, previously known as Parent Teacher Interviews. Every class, once again, developed their own EdStudio to support students' learning 24/7. The Studios provided another link between school and home. To assist parents we held PET (Parent Education Training) 'Snack and Chat' sessions to guide them on how to access their child's learning from home. The on-line programs of Literacy Planet and Mathletics were extended to give all students access to these enrichment activities outside of school hours.

Social Climate

Overview

At Ashmore State School we believe that students' welfare policies and procedures are integral to student achievement. Our aim is to foster a socially responsible environment where teachers have the right to teach and students have the right to learn, free from disruptive behaviours. Our school values underpin our social climate. The values are:

Acceptance

Self-Discipline

Honesty

Manners

Opportunity

Respect

Excellence

We have a zero tolerance of bullying and do not refrain from taking all necessary steps to address this problem. Our approach is underpinned by the school's Responsible Behaviour Plan and is built upon the principles of William Glasser's Choice Theory and restorative justice.

During 2017 our Kidsmatter Team, including the School Guidance Officer, continued to provide strategies to staff which could be implemented in whole class or small group sessions regarding the manner in which students can deal with bullying should they be a victim. Additionally strategies were provided to students regarding the building of resilience. Our School Chaplain conducted small group sessions for students aimed at building social skills and she was proactive in helping students develop strategies of resilience and collaboration.

The Proud to Shine mantra continued to be part of our school culture demonstrating pride and belonging in our school by students, staff and parents alike and the Ashmore Learners continued to be used as a model to encourage students to be independent and confident learners.

Playground management plans included lunch time 'Thunderbirds Club' facilitated by the School Guidance Officer and Special Education teachers. A planning room, monitored by teachers, operated at lunch time on a daily basis to support students who required assistance in self-regulation. Students could self-refer to resolve conflicts with others.

Parents were informed by letter when their child attended the planning room.

Trained Yr.6 student Peacemakers helped mediate in the playground. Student Voice continued its role as a forum for expression of student opinions and ideas. Learning Buddies continued enabling Yr.6 students to assist Prep -2 children in reading. We also participated in community programs that supported our students and families when necessary.

They included:

- Kids Hope Program
- Coral House
- Ashmore PCYC Youth Support
- ACCORAS – resiliency building program
- Brainstorm Productions – building positive relations/ dealing with bullying
- CYMHS- Child Youth Mental Health Service
- Continuation of Smiling Minds

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	98%	89%
this is a good school (S2035)	95%	98%	86%
their child likes being at this school* (S2001)	95%	100%	95%
their child feels safe at this school* (S2002)	100%	96%	97%
their child's learning needs are being met at this school* (S2003)	96%	96%	89%
their child is making good progress at this school* (S2004)	96%	99%	92%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	92%
teachers at this school motivate their child to learn* (S2007)	96%	96%	89%
teachers at this school treat students fairly* (S2008)	96%	94%	88%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	92%
this school works with them to support their child's learning* (S2010)	96%	95%	85%
this school takes parents' opinions seriously* (S2011)	88%	88%	82%
student behaviour is well managed at this school* (S2012)	94%	91%	91%
this school looks for ways to improve* (S2013)	96%	98%	91%
this school is well maintained* (S2014)	96%	96%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	99%
they like being at their school* (S2036)	97%	97%	88%
they feel safe at their school* (S2037)	100%	97%	99%
their teachers motivate them to learn* (S2038)	99%	98%	100%
their teachers expect them to do their best* (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	99%
teachers treat students fairly at their school* (S2041)	97%	94%	94%
they can talk to their teachers about their concerns* (S2042)	90%	93%	91%
their school takes students' opinions seriously* (S2043)	95%	96%	91%
student behaviour is well managed at their school* (S2044)	93%	95%	90%
their school looks for ways to improve* (S2045)	99%	97%	97%
their school is well maintained* (S2046)	97%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	88%	98%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	84%	84%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	91%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	97%	98%	100%
staff are well supported at their school (S2075)	84%	76%	83%
their school takes staff opinions seriously (S2076)	75%	81%	85%
their school looks for ways to improve (S2077)	94%	100%	100%
their school is well maintained (S2078)	97%	98%	100%
their school gives them opportunities to do interesting things (S2079)	90%	84%	93%

* 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

All parents were invited to be involved in their child's education through formal and informal student/teacher/parent meetings to review student progress. Additionally parents had the opportunity to meet with teachers and/or administration more frequently if they wished. Student communication books provided another avenue for parents to liaise with the classroom teacher on a daily and weekly basis. Ed.Studios gave parents another dimension to be involved with the education of their child through the digital world.

Parents of students with diverse needs were invited to regularly meet with the Special Needs teachers, Gifted and Talented coordinators and classroom teachers to ensure there was a collaborative school/ parent approach in the delivery of teaching and learning programs. Additionally parents were strongly encouraged to participate in the design and implementation of Individual Curriculum Plans (ICP's) for students who were identified as working below and above expected learning outcomes.

Please note that every student at Ashmore State School has a personalized improvement plan which is developed by each student in consultation with the classroom teacher, shared with the student's parents for feedback and input and signed by parents and carers' at the end of each term.

Parents and carers were invited to attend the schools 'Celebration Day' and 'Baby Boomers Day' during Education Week visiting classrooms and participating in lessons with their children. Many parents and grandparents also helped in the classrooms on a daily or weekly basis providing additional assistance to children in a range of activities.
Our two Parent Liaison Officers kept parents informed of activities occurring in the school and also contacted parents and carers of children who were recipients of particular fortnightly assembly awards, inviting the parent/carer to attend the assembly.

Parent Education 'Snack and Chat' sessions, mentioned earlier in this report, and provided learning opportunities for parents and carers to enable them to assist their children in education particularly in the areas of literacy, numeracy and computer technology.

Ashmore State School continued to benefit from the hard work and dedication of the P&C Committee whose contribution to the school resulted in:
- $1000 Chaplaincy Donation
- $10,000 payment to Global Budget
- $3000 in support for Kitchen Garden Program
- $30 000 support for the Ashmore State School Community Garden
- $50 000 contribution ot Ashmore State School's air conditioning fund.

- Facilitating Book Fair entertainment
- Organised a successful Fun Colour Run
- Hosting Parent Information Evening
- Hosting the Performing Arts 'Winter Wonderland"

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Students are regularly reminded of the Ashmore Values through classroom and playground displays and engage in conversations regarding the meaning of the values within the school environment. At appropriate times, students engage in the practice of Restorative Justice to assist them in resolving issues that may arise between and amongst peers and their teachers. The Guidance Officer, in consultation with the Kids Matter Team organises external programs that are age appropriate and address the areas of building resilience and issues related to bullying.

The positive approach of employing an open door approach for parents and carers serves us well in terms of open and respectful communication however we do not hesitate to invoke the policies of the Department of Education (DoE) related to inappropriate behaviour of the community of school grounds. Additionally the school's P&C has developed a Code of Conduct and a Guide to Positive Feedback for Parents, endorsed by the QLD P&C Association that is embedded in our school's behavior management policy. The link provided by DoE regarding respect for teachers and school leaders is published on our Parent Facebook, the P&C Facebook and on our school's website.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	13	6	8
Long Suspensions – 11 to 20 days	0	0	2
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint
- Water tanks are installed with timed water system being generated from the tanks to hydrate the grass and plants. We are continually checking for water leaks and repairing when necessary.
- Installation and ongoing maintenance of community gardens to grow produce for the Stephanie Alexander Garden program providing fresh produce for the Tuckshop and the students' cooking classes.
- Installation of Astro Turf to Prep Playground and other areas of the school has reduced water consumption and maintenance costs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	185,722	18,362
2015-2016	173,953	3,068
2016-2017	191,200	1,661

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.**

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Find a school

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	61	27	<5
Full-time Equivalents	52	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	6
Graduate Diploma etc.**	0
Bachelor degree	52
Diploma	3
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 2017 were $32 820.33.

The major professional development initiatives are as follows:

School based:

- Student Personal Improvement Plan (PIP) development
- Digital Portfolio development
- Quadrant Data meetings for analysis, interpretation and application of data
- Curriculum Support Team release
- Watching Others Work (WOW) – in school observation and feedback amongst staff to build expertise.
- Professional Learning Communities with emphasis on professional reading
- Weekly Learning Lounges
- The Stress Proof Classroom
- Teachers Wellbeing Tool Kit
- Mindfulness
- Essential Skills in Classroom Management.

External:

- Jolly Phonics
- Early Years Age Appropriate Pedagogies
- Abercedarian Training
- Data Workshops
- Light the Way Wellbeing Conference
- Positive Practices for Wellbeing
- Prep Pedagogies and Practice PD Teachers & TA's
- First aid Training
- ACER Conference
- BSM Conference
- Schools Officer Conference
- IPS Principal's Conference
- Deputy Principals' Core Business Days
- GO Regional PD Day
- SERSEN HOSES Regional Day
- Cleaners Training
- Financial Management Training
- School's Officers Network Professional Day
- Digital Technologies
- IMPACT Training
- Critical Agendas
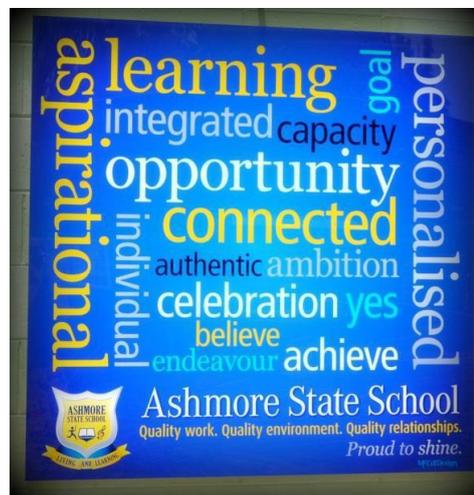
The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

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Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	93%	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 2017 for all Queensland Primary schools was 93%.
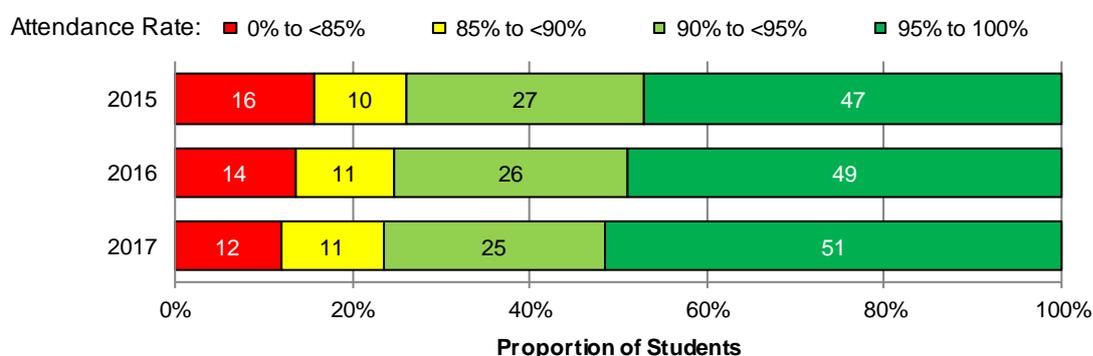
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015	93%	92%	91%	92%	94%	92%	92%						
2016	94%	92%	92%	93%	91%	94%	92%						
2017	93%	93%	93%	93%	93%	92%	94%						

*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:

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%
2015	16	10	27	47
2016	14	11	26	49
2017	12	11	25	51

Proportion of Students

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

Queensland
Government

Our school closely monitors student attendance. Roll marking occurs in accordance with DoE policies. Once the roll is marked parents of students who are recorded as absent are contacted through SMS4Schools. It is recorded on ID attend and One School. Parents are requested to contact the school office as soon as they are aware that their child will be absent. The absence is then recorded and the classroom teacher informed. In cases where a child has a number of unexplained absences parents are contacted by telephone to ascertain the reason for the absences. We invite the parents/carers to personally discuss the matter with the School Principal. In cases where students repeatedly do not attend school without reasonable excuse the school implements DoE policies.

Key strategies to increase attendance:
- Families strongly encouraged to plan family holidays outside the school term
- Emphasis is placed on reminding parents and students to arrive at school on time and do not leave before the end of the school day unless there are extenuating circumstances. This occurs at the time a student arrives late, on the school electronic sign, in newsletters and at assemblies.
- Upon enrolment, at Parent Education Days (Snack & Chat) and special events, parents are provided with an information flyer developed by the school entitled, 'It's Not O.K to be Away'. Students are regularly reminded of this mantra and the contents contained within the flyer.
- The School Guidance Officer provides information to the school community about the negative effects on children's education caused by repeated absences. This information is provided through the school newsletter.
- A Class Attendance Trophy is presented at each assembly to the class that has the best attendance for that particular week. This strategy has proven very successful in encouraging students to attend school regularly.

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/.

Closing the gap

We are proud that our Closing the Gap strategy resulted in our indigenous students once again performing well. Yr 3 NAPLAN tests demonstrated that students achieved above national level in Reading, Writing and Numeracy Yr 5 NAPLAN tests demonstrated that additional support is required for non-indigenous students, particularly in Reading and Writing. The school attendance of indigenous students is 4.4% below that of non- indigenous students.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

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

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