Woodridge North State School
Queensland State School Reporting
2014 School Annual Report
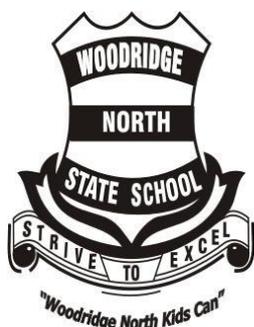
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Principal's foreword

Introduction

This report provides a snapshot of our school during 2014. It includes:
* The priority areas outlined in the AIP for 2014 which were aligned with school, regional and national priorities and recommendations from the teaching and learning audit conducted in 2013.
* Progress towards the goals outlined in the 2014 Annual Implementation Plan and in the Four Year Strategic Plan 2014-2017.
* Future outlook. Supported by the teaching and learning audit recommendations, the discipline audit conducted during the reporting year, school data profile including the school opinion survey and internal school data.
* What made our school unique in 2014.

Key focus areas for improvement in 2014 included:
* Increased percentage of students at or above National Minimal Standards in literacy and numeracy.
* Increased percentage of students in the Upper Two Achievement Bands in literacy and numeracy.
* Individual Support Plans for students operating outside the expected year level standards.
* Improved student engagement in learning programs through Closing the Gap and Social, Emotional Well-being programs.
* Improvement across all recommendations made through audits.

The Priority Areas of Development included the following:
* Pedagogy, a confident, skilled workforce through personalized professional learning and research based practices that match the school context. Focus on Reading in Semester 1, 2014. Focus on Reading and Writing in Semester 2. Additional personnel purchased to ensure differentiated curriculum and delivery to lift the performance of students P-7 in literacy and numeracy. Monitoring of student progress throughout the year.
* Well-being – improving staff morale through consistent, cohesive practices; collegial support including instructional coaching, peer coaching, classroom walk through, profiling and lesson observations.
* Behaviour SWPBS/SEL and Attendance – improving methods of communicating and working with parents concerning the importance of regular, on-time attendance. Provision of behaviour support plans for students who are challenged within a school context. Monitoring behavior and attendance (weekly, daily).
* Continue to build strong partnerships with parents and with external organisations that support the school and its community.

School progress towards its goals in 2014

Implementation of ACARA through school Pedagogical Framework. Class practice aligned with framework. Time and resources allocated through GRG to allow for collaborative planning of differentiated work units.

Systematic Curriculum Delivery. Use of CWTs to obtain whole school data. Teachers have a high level of confidence in their own understanding of and ability to implement the school's pedagogical framework. Overviews of school improvement agenda displayed in all learning areas. Instructional coaching and WOW supporting teachers to implement Daily 5 and CAFÉ model. The focus was particularly on the early years of schooling. Reading results in the Junior School showed positive gains. For example, the reading results for the Prep classes

in 2014, of students reaching year level benchmarks and not requiring Individual Support Plans, showed gains from 44%, 35% and 61% in Term 2 to 62%, 55% and 92% in Term 4.

Analysis and Discussion of Data. Release time provided to support use of data for teaching and learning. Teachers met timelines and used tools identified in the curriculum, assessment and reporting planner. Data was recorded on OneSchool so progress over time could be monitored. Increase in student relative gains 2012 – 2014 with several NAPLAN areas scoring above the level of similar Queensland State Schools.

Partnerships and relationships that contribute positively to school operations. High levels of satisfaction from staff regarding the culture, curriculum and support in school opinion survey. Staff morale satisfaction 100%. High levels of student satisfaction. Parent satisfaction slightly lower than previous year, possibly because of the few number of parents who participated and the fact that it is no longer a random selection, but any parents can choose to participate on line. Strong communications and network systems in place to link school with wider community. Interactions between school and other local schools (Flying Start).

A culture that promotes learning. Audit results have shown on-going improvement. Students with special needs have been identified and supported. Cohesive, collaborative learning blocks are in place across the school and Fly-In Squads support the class teacher to deliver literacy and numeracy programs that match the students' levels of performance. Cultural diversity is celebrated and programs provided to meet the needs of students from diverse family backgrounds. Feedback is both sought and provided to staff and students to support growth and development.

Collaborative practices that create community health and well-being. Clear expectations regarding relationships are established for staff, students and parent/community. The health and well-being of the community is seen as everybody's business with a wide range of school community members taking on leadership roles. SOS results indicate that satisfaction levels across the school are high.

Consistent, cohesive, explicit teaching and learning practices. Increased levels of confidence felt by teachers in their own capability to provide quality programs for students. ICT used for teaching and learning, professional learning, communications and school management. Non-negotiable practices are in place across the school. Rolling meetings increase the effective use of data to guide teaching and learning practices.

Evidence-based teaching. Intervention teachers and teacher aides are included in planning sessions to ensure that the evidence-based strategies are understood and able to be implemented by all staff working directly with students in classrooms. Data continues to be analysed, key areas for improvement identified and strategies for addressing these areas shared with staff. In-school and cross-school moderation is undertaken to ensure consistent judgments about student performance levels.

Differentiated classroom learning. Students were engaged, challenged and extended through personalized learning programs. 24/7 ICT tools and programs were used to support learning. Individual Support Plans were provided for identified students.

An expert teaching team supported by trained and efficient support staff. Performance in NAPLAN and school-based assessment and in the school opinion surveys indicated improvements have been obtained. School operations and budget were well-managed and contributed to the professional learning of all staff. Levels of staff satisfaction with opportunities for learning and feedback increased as did staff morale and confidence.

Targeted use of school resources. Additional funding from GRG used to employ additional teachers and teacher aides for intervention programs. Resources used to support learning programs - good fit books, laptop classes and computer banks, additional SLP time, and continued purchase of ICT technician.

Differentiated professional development. Focus on strategic, school-based and individualized professional learning activities. All staff engaged in PDP processes and PD aligned with individual goals for own development, school and regional priorities.

Closing the Gap. The attendance and engagement of Indigenous students has increased and in many areas, these students are performing better overall than the larger student population. An Indigenous teacher aide provides additional support for students identified. This has contributed to the students' confidence and engagement in learning.

Improving outcomes in literacy and numeracy. Support teams worked across the classes in each year level with a particular focus on the early years of schooling. Consistency of personnel involved in the support teams contributed to the overall efficiency. Students worked in flexible, targeted groups for Fly-In Squad support with the class teacher.

Program Management. Individual action plans for all budget areas ensured smooth operations across all program areas and a well-managed budget, audit rating Effective. The BSM meets with program managers to provide regular updates on the budget.

Future outlook

Key Priority Areas for Improvement and Development in the School Implementation Plan for 2015.

Improvement Agenda

* All students who do not require a specific learning support plan will be at or above national minimal standards in reading and number in 2015.

* A minimum of 20% of students who do not require a specific learning support plan will be working in the upper two bands in reading and number.

* Evidence-based plans developed and implemented for students with special needs including those operating at the extreme ends of the achievement bands.

* The school will work towards a target of 95% overall attendance by student6s, including Indigenous students.

* Improving capacity of staff through the school's performance development processes, using the APST and the relevant standards for leaders and non-teaching staff.

Priority Areas of Development

* Professional Learning Teams to meet fortnightly to review, analyse and utilize data to drive high-yield literacy and numeracy strategies. Individual rolling meetings with teachers to discuss literacy and numeracy data specific to that teacher's class and individual students.

* Coaching and mentoring programs and specifically targeted professional development, including continued support for the implementation of PBL (positive behavior for learning). Social, emotional well-being and higher order thinking along with literacy and numeracy are the key priorities for this school community.

* Strong partnerships to provide additional support for school initiatives for students, staff and families, e.g. Regional L&C teams, Resilience Trust, Early Childhood Community Hub, Youth Worker, Individual Reader Support e.g. QuoCKa & Logan Readers, Breakfast Club, Community Clubs, Ready/Read/Run.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	476	237	239	86%
2013	479	239	240	91%
2014	520	249	271	92%

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

Characteristics of the student body:

Our school is situated in a district which has a significant number of families from low-socioeconomic backgrounds with our school ICSEA rating in 2014 being 894. Indigenous students comprise 10% of our student population. 50% of our students are EAL/D, drawn from over 50 different language groups, religions and countries around the world. The AEDI (Australian Early Development Index) confirms this diversity. This increases the complexity of the school, but also provides a rich tapestry of cultures and the school has a very positive reputation in the wider community with a non-tolerance policy towards racism and violence.

Older students display high level leadership qualities. All students are encouraged to take an active role in their own learning and development and to take responsibility for their own actions and behavior. Some students are responsible for getting themselves and/or younger siblings to school because of family circumstances. Our school takes seriously, its responsibility to ensure that students have an understanding of the world of work and of the global community of which they are part, before they go on to secondary schooling. Leadership and resilience programs are provided to enhance these transitions. We liaise closely with our supportive local secondary schools and universities.

Tracking of student mobility indicates that the majority of exits from our school are because of housing and/or family relationships issues. Students are encouraged to stay in the one school for the school year where possible. Incentives are in place to encourage responsibility, respect, safe behaviours and engagement in learning. The school has a support teacher who undertakes enrolments, monitors attendance and the engagement of students within the school context. This officer together with the Community Hub leader and the Guidance Officer are also the key liaison people between external service providers and students and families. Where students have difficulty operating in a social context, our behavior support teacher and external support personnel work with students, parents and teachers to increase positive engagement.

Parent participation has always been high for multicultural and other special events, including sports. This participation has increased through play groups, homework center and after school clubs. School and external partners also provide parent training programs to support personal development. The P&C Association is small but active with its services to the school including a tuck shop and a uniform shop. The YMCA Breakfast program operates three days a week and is accessed by many of our students.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	21	25	25
Year 4 – Year 7 Primary	25	26	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	72	94	94
Long Suspensions - 6 to 20 days	5	8	0
Exclusions#	0	0	1
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Whole school programs for learning which provide a cohesive, consistent framework across the school. Use of data-driven practices and research-based strategies that have proven effective in complex school communities. Implementation of school-wide behavior support and incentive programs to encourage positive behaviours, regular attendance and punctuality.

Differentiated curriculum which uses data to identify student groups for targeted literacy and numeracy programs. Use of Fly-In Squads of teachers and teacher aides to work with class teachers through GRG funding and other school funding sources. Community meetings ensure that curriculum is culturally inclusive and community groups have input into reviews and operations.

Phonological awareness in the early years, vocabulary building across year levels to support the English language capabilities of our students. Provision of EAL/D programs for identified students. Use of the Thinking Skills Framework to foster students' higher order thinking skills. On-site Kindergarten program and Play Groups for younger children.

Provision of a skills-based sports program to allow students to develop the full range of skills required to participate effectively in sporting activities of their choice. Provision of a Sports Excellence program for older students who demonstrate particular talent in sporting arenas. Provision of a perceptual motor program for the early years to allow the students to develop the foundation skills that promote physical health and development.

Extension programs for higher achieving students through liaison with other primary and local secondary schools for challenge days. Instrumental music programs (strings, brass/woodwind, percussion/keyboard). One-to-one laptop program continuing to be rolled out to Year 4 class extending to Year 6 by 2015.

Social, emotional learning programs including leadership programs for senior students, student and family counselling services, breakfast program, outside school hours programs to support learning and healthy personal development, Friends and Fun Friends programs to enhance resilience across the school.

Special Education Unit that caters for students with disabilities in inclusive classrooms, provides lunch time activities and life skills programs for students in the unit. The unit caters for a large cross section of the school community as dictated by the Nationally Consistent Collection of Data on School Students with Disabilities (NCCDSSWD). Adjustments are made for 36% of the school population.

Queensland Government

Extra curricula activities

Cultural activities including musical and dance performances, cultural games, celebrations including Harmony and Multicultural Days and NAIDOC Week.

Curriculum related excursions and incursions to extend students' learning experiences including the trip to Sydney, Canberra and Snowy every second year for the oldest two year levels with local camping excursions alternate years.

Participation in challenge activities with other local schools. Competitions that encourage higher order thinking, collaboration and self-expression. Club activities including gardening, sports, cooking, music and drum line, homework club.

Community Hub which provides or accesses a range of family-based activities to engage parents with young children. Play groups which operate weekly and co-operative activities with other early childhood providers including the on-site kindergarten. Breakfast program which runs three days a week.

Participation in district sporting activities for gala days. Internal sporting skills based program. Sports excellence program. Accessing external providers to promote life education and self-development programs including sporting role models, cooking, craft and reading groups.

Partnerships with a range of external organisations to enhance life opportunities for students, e.g. scholarships, early identification of needs and abilities, family support.

Student leadership programs to develop leadership capabilities, responsibility taking and access by younger students to positive role models. Student Council members communicate with classes and specific program leaders across the school. This includes presenting reports to the P&C Association, the C&K, Prep and Hub.

Participation by older students in transition to high school programs. Secondary schools contribute to events at the school as well as having students attend events and programs at the high schools.

How Information and Communication Technologies are used to assist learning

Every classroom has an interactive board which is being used to enhance teaching and learning. The school has an above average ratio of computers to students. Laptop classes were introduced in 2013 and there will be laptop classes in Year 4, 5 and 6 in 2015. Increasing use is being made of a range of ICT equipment including iPads, online programs and tools, Webinars, EdStudios. Some programs can be accessed from home.

Teachers with higher level ICT knowledge and skills, mentor those who are less confident. OneSchool is used for documentation of programs and services across the school. Electronic media is used to enhance communication with the wider community including the school website, Facebook, SMS texting, electronic notice board. Printed newsletters are still made available to parents, but the newsletter is also put onto the website. Electronic parades are run by students with the support of class teachers.

The school has a computer lab, banks of laptops, desktops and iPads as well as a range of other devices. All classrooms have desktops that are used to support learning programs. The Learning Place, OneSchool and other web based networks are used regularly for accessing quality resources, recording work units, assessment and reporting requirements, strategic and action planning. Data is triangulated from a range of sources to ensure it is comprehensive and authentic.

Social Climate

The school is very supportive of its culturally diverse population with strong internal and external partnerships. EAL/D programs are provided for new arrivals who have limited or no English language skills. The Community Hub links migrant parents and children to the school community. Youth workers are part of the school services. Strong partnerships exist between the school and many external providers. Logan City Council is proactive in working with schools and other services to create better integrated services across the community. The Resilience Trust help develop the social, emotional skills and resilience of both students and adults.

Our WNSS overall rating across all staff school opinion survey items was 95.5% which is above the like schools and the state ratings. The parent overall rating across all items was at 90% which was slightly below the like and state ratings. The student overall rating was at 96.2% which was above both like and state school ratings.

As a Positive Behaviour for Learning school (PBL), we have achieved very high ratings in our annual audits undertaken by someone external to the school community. We received a very high rating for both our SET audit (95.5%) and in our state discipline audit (VH). Strong, supportive relationships with parents enable home and school to work together to find solutions when issues arise. There is no tolerance of discrimination or violence from anyone in the school community. Any unacceptable behavior of which the school is aware, is dealt with as quickly as possible. Parents and students are seen as part of the solution to any issues of concern.

Student attendance is still below expectations with 66.7% attending 90% or more. Absence from schooling is one of the major factors leading to the under-performance of those students. Student attendance is celebrated with incentive days rewarding those

students who attend regularly. Behaviour incentives and positive behavior awards also recognize the efforts made by students to be responsible, respectful learners who take care for the learning, health and safety of themselves and others.

Student leaders play an active role in school operations as members of the student council and school captaincy roles. They organize and facilitate daily virtual parades, weekly assemblies and special events within the school, visit classes and program groups within the school community to ensure all students have a say and that everyone is informed about student council activities. Students also participate as peer tutors, library monitors and breakfast club helpers.

The school has a very good reputation in the district. This is endorsed by visitors and casual/part-time workers who frequently comment on the supportiveness of our school community and the positive relationships that exist between groups. Our students cope well in making the transition from primary to secondary schooling. Our P&C team and the volunteers who support the team provide services in many areas and for many events.

Community groups make use of the hall and other facilities at the school. This provides additional funding and helps minimize vandalism outside of school hours. Careful budgeting of the original national partnership funding has enabled the continuation of key positions in the school that help provide differentiated learning programs for students. This funding combined with the GRG funding will continue to support programs in 2015 and possibly beyond.

Disruption is kept to a minimum during literacy and numeracy blocks. The school is acknowledged for the quality of programs being provided for students including those with disabilities. Trained, dedicated staff support these students both in class and individually.

Closing the Gap for Indigenous students has been a high focus. This includes lifting the attendance rate for these students. 2014 saw the attendance rate increase from 86% in 2013 to 89.1% in 2014. Indigenous students also performed better than the non-Indigenous students at the school in Year 3 and Year 5 reading, In Year 3 writing and numeracy and in Year 5 numeracy. Year 5 writing was still below that on non-Indigenous students.

Parents and students feel that they are treated fairly at this school and are comfortable speaking about their concerns or suggestions with administration or other staff members. Important contacts with parents are recorded in OneSchool including concerns about behavior, safety, health. Commendations are similarly recorded in OneSchool. Written reports are provided to parents twice a year, NAPLAN reports are provided to Year 3, 5 and 7 parents once a year. Parent/teacher interviews are available throughout the year but more specifically in Terms 1 and 3. Pre-Prep parent meetings occur during Term 4.

Several communication systems operate to ensure that parents and stakeholders have access to regular advice about operations, outcomes and special events at the school. Electronic media is increasingly used for communication. Consultative committees and teams assist in the management of particular aspects of our school operations. Our Professional Learning Teams are key to ensuring that learning programs have integrity and consistency across the school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	90%	100%	87%
this is a good school (S2035)	93%	94%	92%
their child likes being at this school* (S2001)	100%	100%	97%
their child feels safe at this school* (S2002)	93%	100%	97%
their child's learning needs are being met at this school* (S2003)	93%	100%	90%
their child is making good progress at this school* (S2004)	93%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	87%
teachers at this school motivate their child to learn* (S2007)	100%	97%	90%
teachers at this school treat students fairly* (S2008)	100%	94%	87%
they can talk to their child's teachers about their concerns* (S2009)	90%	97%	95%
this school works with them to support their child's learning* (S2010)	93%	94%	87%
this school takes parents' opinions seriously* (S2011)	89%	97%	81%
student behaviour is well managed at this school* (S2012)	83%	97%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	**2012**	**2013**	**2014**
this school looks for ways to improve* (S2013)	93%	100%	95%
this school is well maintained* (S2014)	97%	97%	95%

Performance measure			
Percentage of students who agree# that:	**2012**	**2013**	**2014**
they are getting a good education at school (S2048)	92%	95%	98%
they like being at their school* (S2036)	85%	99%	96%
they feel safe at their school* (S2037)	80%	94%	93%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	98%
teachers treat students fairly at their school* (S2041)	84%	91%	94%
they can talk to their teachers about their concerns* (S2042)	89%	94%	91%
their school takes students' opinions seriously* (S2043)	86%	85%	91%
student behaviour is well managed at their school* (S2044)	69%	75%	91%
their school looks for ways to improve* (S2045)	96%	97%	100%
their school is well maintained* (S2046)	71%	90%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	93%	94%

Performance measure			
Percentage of school staff who agree# that:	**2012**	**2013**	**2014**
they enjoy working at their school (S2069)		96%	98%
they feel that their school is a safe place in which to work (S2070)		82%	98%
they receive useful feedback about their work at their school (S2071)		76%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		88%	98%
student behaviour is well managed at their school (S2074)		76%	98%
staff are well supported at their school (S2075)		80%	93%
their school takes staff opinions seriously (S2076)		78%	95%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		82%	91%
their school gives them opportunities to do interesting things (S2079)		84%	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The Community Hub plays an increasing role in the school through linking parents with services. Parents have access to play groups where they attend with their younger children. Parents themselves support the Hub through craft classes and our second-hand stalls. The school has partnerships with cultural groups in the wider community and they have input into programs and support the school with homework clubs, working bees, scholarships and cultural activities.

The school encourages parents to meet with staff regarding concerns, academic progress and ways in which they can support their child's learning at home. Parents are part of the planning for students with special needs, particularly where alternative provisions are being made to enable the child to be successful in our school context. Where there are concerns about a students' progress, behavior, health or other issues, parents are asked to meet with the appropriate staff to work together for resolution that is in the best interests of all parties.

Volunteer readers come to the school weekly to read to children in the lower primary classes. The school has strong links to the Logan City Council and Library to provide information, services and ideas to parents to support them to work with their children. Home reading and home use of eLearning tools is encouraged. School computers are made available to any parents who wish to be part of the school opinion survey and who do not have access at home.

The P&C Association is a key part of school consultative groups. The members provide a range of services to the school and to the student population, including running the tuck shop, fundraising and support for sports and extra curricula activities. The Community Liaison Officers are accessed by the school to assist in working with parents who require English interpretation into their own language.

The school has a variety of support services, both internal and external, which support and connect with parents in many ways. Home visits are paid where parents are unable or unwilling to come to the school for meetings with staff. SMS texting alerts parents to unexplained absences. Multi-media is utilized to ensure parents are informed about school operations, services and events. Printed newsletters are still made available to parents in addition to the electronic version.

Reducing the school's environmental footprint

Students and staff are encouraged to turn off lights and fans when not in the room. Tanks have been installed and some solar energy is being produced. Additional solar is planned for 2015. Increased rates for all utilities have seen a significant rise in costs for these services. Electricity usage reduced slightly over 2013-2014 but water usage increased. Students are encouraged not to waste water and leakages in the system have had an impact of overall usage. External use of the hall had an additional impact on both electricity and water usage through the sewerage system. A year 4 class is managing the school's recycling project.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	92,507	2,143
2012-2013	119,580	1,158
2013-2014	112,109	2,941

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	28	<5
Full-time equivalents	35	18	<5

Qualification of all

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	2
Bachelor Degree	30
Graduate Diploma etc.**	5
Masters	2
Doctorate	0
Total	**41**
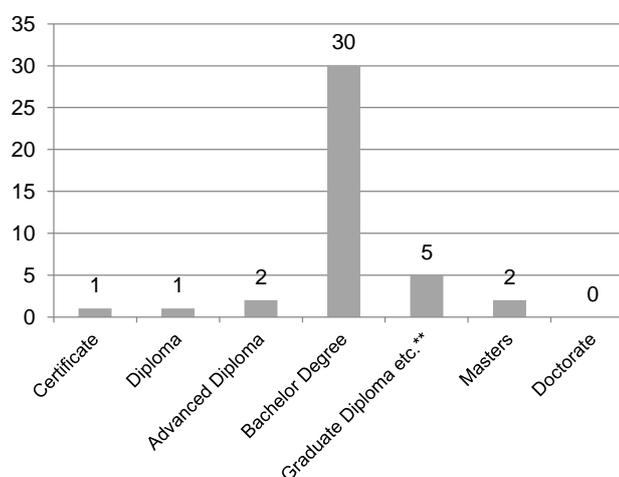
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $19,159.43.

The major professional development initiatives are as follows:

- Whole school training for mandatory procedures including Child Protection, Code of Conduct, Asbestos Training, Workplace Health & Safety including emergency procedures.
- School Wide Positive Behaviour Support training, linking to Social-Emotional Learning, Resilience.
- Building capability and leadership including working with Steve Francis.
- CPR & Asthma Training. Non-violent crisis intervention training. Mental Health.
- Literacy workshops including Seven Steps to Writing, comprehension, higher order thinking skills.
- Training for staff working with students with specific disabilities including hearing impairment.
- Curriculum, including differentiation mentor training. HOC Conference Leading Learning for the Future.
- SBMAQ State Conference to stay abreast of finance, HR and Facilities updates.
- Maths and writing workshops to improve quality of teaching (teachers and teacher aides).
- Beginning teachers mentor training. Workshops to gain input into strategic planning documents, future directions.
- Coaching framework. Peer mentor program so all staff have access to support. PDP used to guide PD provisions.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

[SEARCH]

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

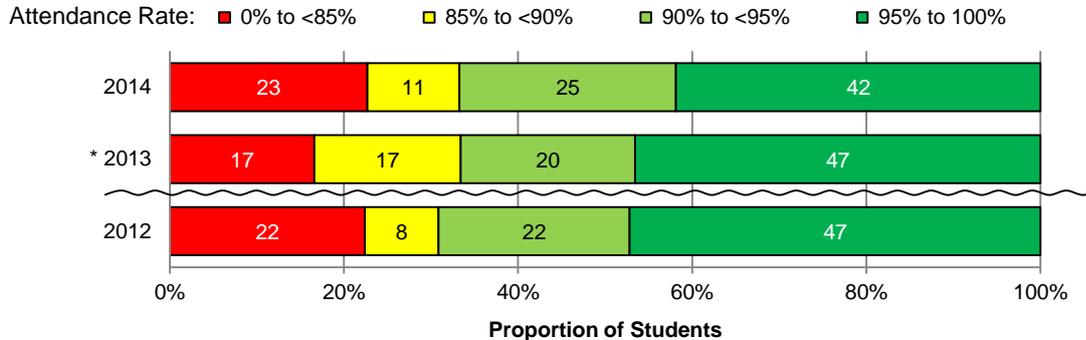| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	92%	92%	92%	92%	90%	91%					
2013	90%	91%	91%	95%	91%	93%	92%					
2014	89%	91%	91%	93%	94%	91%	93%					

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%
2014	23	11	25	42
* 2013	17	17	20	47
2012	22	8	22	47

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism.

Attendance requirements are outlined on enrolment and throughout the year at formal meetings with parents. Rolls are marked twice daily using OneSchool. If a relief teacher is on duty, they are given a paper copy and the office administrative staff enter the details on OneSchool. An administrative officer runs a report daily to check absences and makes every effort to contact parents if there are unexplained absences and/or a pattern of absences. SMS is used to contact parents of absent students. Home visits occur where follow-up contact by a parent is not obtained. This is undertaken by two school officers most relevant to each particular family. In some cases a CLO or Indigenous worker may be required for communication or interpretation.

The importance of children arriving on time and every day is continuously stressed with parents/carers and students. Incentives are in place to give recognition to those students who attend regularly and on time. Students with a pattern of absences are closely monitored and steps taken to encourage attendance. The school celebrates attendance weekly at assemblies through a challenge system where the top two classes for attendance have the care of two large gold goblets which they retain until the following assembly. This has created high level interest in class attendance and teachers urge their students to attend to win the right to the trophy.

Class teachers and administrators maintain links with families through various communication systems. Clear signage around the school and communication updates, assist in getting the message about regular attendance across to the school community.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

[SEARCH]

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The total school enrolment at the time of the 2014 Closing the Gap report was prepared was 520. Of these 56 were students from an Aboriginal and/or Torres Strait Islander background.

The achievement gap between Indigenous and non-Indigenous students has been closed in most key areas in 2014. In most cases, the Indigenous students performed above the average for non-Indigenous students. In Year 3 reading, Indigenous students were above both the national and state means. In both writing and numeracy, they were above or just above the state mean. In Year 5 reading, Indigenous students were just below the state mean but above the non-Indigenous students. In Year 5 writing, Indigenous students are still below the state mean and the non-Indigenous students. In Year 5 numeracy, Indigenous students were at the state mean and above the non-Indigenous students.

The attendance rate for Indigenous students improved from 86% in 2013 to *9.1% in 2014. Non-Indigenous students' rate was 91.7%. The goal for 2015 is for all students to reach 95% attendance. Particular attention was given to attendance during 2014 to address the issue. Home visits were utilised. Indigenous parents are invited to community meetings, however, some families do not or are unable to attend. The school continued to access services for the homework centre and supported NAIDOC and other celebrations, including Harmony Day and Multicultural Day. The school employs an Indigenous teacher aide who works closely with key staff and families to continue the upward trend in both performance and attendance.