



Robertson State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021

Department of Education



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School Overview

Robertson State School is a niche primary school located in an attractive setting on the south side of Brisbane. It is a coeducational school of approximately 720 students from Prep to Year 6. The school is enrolment managed and has a waiting list for student entry. The school motto, Achievement Through Effort, and vision, Creating Brighter Futures Together, have resulted in a caring and supportive community embracing diversity and celebrating multiculturalism. Since the opening of Robertson in 1980, the school has built a strong reputation of excellence in behaviour, uniform presentation and academic achievement. The school pedagogy around 'gifted education' is underpinned by differentiation and developing critical thinking skills. Students are also encouraged to be autonomous learners. The school's strategic direction in digital futures is supported through a dedicated Bring Your Own Device (BYOD) iPad initiative in all classrooms from P-6 and a well-resourced Science, Technology, Engineering and Mathematics (STEM) program. The school is implementing the Australian Curriculum in English, Mathematics, Science, Humanities and Social Science, Technologies, Language, Physical Education and the Arts which provides consistent and sequential learning and reporting. Languages are taught from P-6 and in 2017 preparations began for the introduction of a Bilingual Program in Year 1. Robertson's International Program is progressing with the development of a sister school exchange to China and student study tours. Robertson has an outstanding classroom music program, three choirs, two bands and three levels of string ensembles. Fitness is promoted through an Active School Travel program, a comprehensive physical education program and competitive sports. A dedicated gymnastics facility brings another area of excellence for the school, nurturing many state and national champions over the years. Parents take an active part in the life of the school through the Parents and Citizens Association, parent classes and curriculum support groups as well as the School Council.

Principal's Foreword

Introduction

This report articulates the achievements of Robertson State School during 2017. It outlines the goals that were set in 2016 from the strategic and annual plan and the school's achievement in relation to these goals. Robertson State School continues as a school of excellence in the delivery of academic, music and cultural education. It enjoys a strong reputation in the local community and it is a preferred school for enrolment.

In 2017 the implementation of the Australian Curriculum continued with the introduction of Languages, The Arts and Physical Education and the embedding of Geography, History, English, Mathematics and Science. Gifted Education and Digital Futures continued as the school's focus supporting high academic performance, high standards of behaviour and improved pedagogy. The school achieved above the National Mean in National Assessment Program - Literacy and Numeracy (NAPLAN) with significant improvement in the 3-5 cohort in Reading and Writing.

In 2017 the school expanded its Language Other Than English (Chinese) teaching program, embedded the teaching of Languages in the early years, and made preparations for the introduction of a Bilingual Program. The school continued the development of its International Programs forming a sister school relationship with Zhenjiang Jiefang Road Primary School in Jiangsu Province, China, and hosting study tours from China.

Extra curricula activities in music, sport and chess featured strongly, with the choir recognised for outstanding performances in eisteddfods and also string ensembles and bands performing with excellence in Choral Fanfare. The choir also participated in Creative Generations. Robertson participated in the interschool sport Gala Days competitions and in District Athletics and Cross Country. The school was represented in athletics, cross country and swimming at a regional level and in swimming at state level.

As an Independent Public School, more flexibility was afforded in developing a workforce plan which allowed for the employment of an expert staff in digital technology and language as well as the employment of support staff in learning support.

School Progress towards its goals in 2017

Goals	Progress
<p>Literacy - Reading and Writing 1-2% improvement (student gain) achieved in NAPLAN 2017</p>	<p>Reading – Further development of a consistent approach to teaching reading in P-6. Introduction of Synthetic Phonics program in Year 1 continuing on from Prep. Literacy blocks worked on high impact instruction models for teaching reading using the gradual release pedagogy. The Master Teacher coached teachers in analysing class data, setting class and individual student reading goals, and differentiating their teaching during literacy block. This is ongoing.</p> <p>Writing – Everyday writing embedded in Literacy Blocks. Continued professional development of the Writing Leadership Team through school cluster sharing of best practice. Implementation of whole school consistent writing practices. Whole class and individual writing goals implemented. Writing moderation refined for consistent standards. This is ongoing.</p>
<p>Numeracy</p>	<p>Mathematics – Numeracy Leadership Team conducts professional development in problem solving. Numeracy Block pedagogy (gradual release model) embedded. Teachers explicitly teach problem solving strategies within the mathematics program. Pedagogical coach works with teachers analysing data and applying differentiated teaching strategies through group work. This is ongoing.</p>
<p>Australian Curriculum Implementation</p>	<p>Australian Curriculum – Music and Language (Mandarin) embedded. Preparation for Digital Technologies with a year level trial. Reviewed Curriculum into the Classroom (C2C) units for English, Mathematics, Science, History and Geography to further refine lesson plans and assessment.</p> <p>School Assessment and Reporting Framework - Further refining of moderation processes and assessment instruments undertaken. This is ongoing.</p> <p>Resourcing of new curriculum areas - Increased the library collection to resource English, History and Geography units. Science and Mathematics resources organized to support C2C units. Purchasing of digital resources to support Digital Technologies. This is ongoing.</p>

<p>High Quality Teaching Practices</p>	<p>Pedagogical Plan – Reviewed and refined to include gradual release model. Pedagogical Coach delivered coaching sessions to all teachers in problem solving strategies and gradual release model.</p> <p>Evidence based decision making - Teachers continued to analyse data to track students and respond with differentiated teaching practice. Developing effective ways to give feedback to students is ongoing.</p> <p>Digital Futures – Monitored the implementation of Bring Your Own Device (BYOD) iPad program. Professional development of teachers in coding and robotics to support Digital Technologies. This is ongoing.</p> <p>Gifted Education – Continued refinement of multi-aged curriculum. Continued Gifted Education Mentor training for teachers and induction of new teachers in gifted education. Increased student access to enrichment programs and competitions. This is ongoing.</p> <p>Outdoor Education – Three year level camps and 18 curriculum excursions undertaken. Ongoing review of procedures around choice of venues and teaching methods for each year level camp and excursions. This is ongoing.</p>
<p>Transitions</p>	<p>Pre-Prep to Prep Transition - Cluster networking continued with Early Learning Centres and Sunnybank, Salisbury and Coopers Plains primary schools. Professional development continued with Age Appropriate Pedagogies and teaching strategies trialled in Prep Science.</p> <p>Year 6 – Leadership development and enrichment programs continue in preparation for transition to high school.</p>
<p>Sustainability and Environment</p>	<p>Student involvement - Student leadership of the environment continued with a student council sub-committee for the Environment. Redesign and replanting of community garden occurred. This is ongoing.</p> <p>Efficiency - Strategies put in place to decrease electricity use with increases in the number of air-conditioned classrooms. This is ongoing.</p> <p>Water Conservation - Water bore provides extra water for the oval. Water harvesting continues with rain tanks.</p>
<p>Workforce performance development</p>	<p>Developing Performance Plans - Developing Performance Plans process for all staff continued. Collective professional development needs identified. This is ongoing.</p> <p>Literacy - Professional development for middle leaders</p>

	<p>and for year level teacher teams (teachers and teacher aides) continues in Reading, Writing and Numeracy.</p> <p>ICTs - Professional development to show the versatile use of iPad to support teaching continued. Ongoing professional sharing of effective learning applications (Apps). Teachers and students upskilled in cyber safety. Teachers further upskilled in 1:1 Bring Your Own Device (BYOD) class environment.</p>
<p>Productive partnerships with school community</p>	<p>Positive Behaviour for Learning (PBL) –introduction of whole school program with leadership from the PBL committee.</p> <p>Pre-Prep – Pre-Prep to Prep transition cluster and Pre-Prep playgroup established.</p> <p>Literacy – Writing cluster group developed with Wishart State School to share good practice.</p> <p>School Chaplain - Breakfast club and friendship groups ongoing.</p> <p>P&C - Continued with fund-raising activities (Spring Fest). Replaced Adventure playground and introduced fans in the hall.</p> <p>OSHC - Outside school-aged care continued to grow the service for parents.</p> <p>Sponsorship and Promotion - Marketing and Communication Manager's role broadened. Work with parent reps to increase parent engagement continues. Expanding of sponsorship base to enhance innovation.</p>

Future Outlook

The school's explicit improvement agenda for 2018 is Numeracy. Our target is 1-2% improvement in NAPLAN from Year 3 to Year 5.

Other areas:

- Literacy - Reading and Writing – 1-2% improvement in NAPLAN. Implementation of Synthetic Phonics in P-2.
- Pedagogy – 100% of teachers implement problem solving strategies using think-boards.
- Digital Futures – review BYOD program and introduction of coding and robotics.
- Australian Curriculum – ongoing review of Curriculum into the Classroom (C2C) units and further refining unit planning and moderation processes. Implement Digital Technologies.
- Continue to implement Age Appropriate Pedagogies in Prep -2
- School Health and Wellbeing – introduce a whole of school (staff and students) health and wellbeing program through Health and Wellbeing Committee and PBL Committee.

- Positive Behaviour for Learning – embed the consistent whole school approach with reward system and weekly lesson responding to data analysis of behaviour.
- Gifted Education – improved engagement of students who perform in the upper two bands on NAPLAN. Introduce critical thinking skills across the school.
- Language and International Programs – Review Bilingual Program and introduce a new Bilingual class in Year 1 and progress the Bilingual class to Year 2. Progress the sister school exchange visits to Zhenjiang Jiefang Rd Primary School, Jiangsu Province, China, and host the return visit from Zhenjiang Jiefang Rd Primary School.
- Learning Support – review effectiveness of programs. Continue fine-grained analysis of data to better identify learning needs for case management and in-class flexible groupings. Continue a team approach with English as an Additional Language/Dialect (EAL/D), Learning Support and Students with Disabilities (SWD).
- Sustainability/Environment – monitor electricity use, expand community garden and Ecokids club and continue the development of the historical walk.
- Workforce Performance Development – refine the implementation process for Performance Development Plans and whole school professional development model.
- Productive Partnership with the School Community – Pre-Prep to Prep playgroup reviewed, Engage with high schools in the Year 6 to high school transition and continue moderation with cluster schools. Work with traffic safety officers and Brisbane City Council to improve traffic safety and continue Active School Travel program. Work with School Council to oversee the strategic direction of the school with increasing in-catchment enrolments.
- Facilities – work with P&C to replace and expand the Adventure Playground and Prep Playground.

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	719	363	356	6	96%
2016	713	355	358	9	95%
2017	727	367	360	9	97%

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

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

Characteristics of the Student Body

Overview

The school is located in a high socio-economic area with approximately 30% - 40% of the students enrolled from outside of the catchment area. The school Index of Community Socio-Economic Advantage (ICSEA) from the MySchool website is 1136 (average ICSEA 1000) and compared with other schools it is in the 93rd percentile. The school is highly multi-cultural with over 40% of students identifying with Chinese background. Other significant groups come from Indian, Vietnamese, Korean and Middle Eastern cultures. Approximately 70% of the students come from families where English as a Second Language is spoken at home. The school is located close to Griffith University and enrolls a number of dependent students of overseas parents undertaking post graduate study at the university. The school has a very small number (approximately 1%) who identify as Indigenous.

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	25	25
Year 4 – Year 6	28	28	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum framework focuses on the Australian Curriculum for English, Mathematics, Science, History, Geography, Languages and the Queensland Studies and Assessment Authority Key Learning



areas of The Arts and Technology. In Years P-6 the students learn Chinese (Mandarin) as a Language Other Than English.

The ICT Head of Department works with teachers to help integrate technology into classroom lessons. The school has one remaining 1:1 laptop class in Year 6, and all other classrooms have a Bring Your Own Device 1:1 iPad environment.

The school employs an enrichment teacher to assist with the identification of gifted students and provides support programs and opportunities for those students. Organisational structures are in place to differentiate the curriculum to accommodate individual student learning needs. Differentiation also occurs across each year level in Mathematics from Year 2 to Year 6.

The school employs a music teacher four days a week and a highly engaging class music program is well loved by all children in the school.

Students who are working beyond Year 6 mathematics access independent units for extension. Multi-aged classes (P/1; 3/4; 5/6) include embedded practice to accommodate gifted students where compaction of the curriculum occurs for these advanced learners.

Students compete in team sports at inter-school competitions (Gala Days) each term. Students also participate in school athletics, and cross country events and swimming at district and regional competitions.

Co-curricular Activities

An extensive school excursion and camping program exists at the school. A trip to Canberra by the Year 6 students was a success and Year 4 and 5 students also attend camps at outdoor education centres. All year levels have at least one excursion each semester.

Other curriculum offerings include more than two thirds of the school undertaking extra curricula music activities, with 25% playing orchestral instruments. There are two large un-auditioned choirs, three string ensembles and two concert bands.

Each year an Enrichment Day is organised for all students from Prep to Year 6. This is an opportunity for students to participate in activities that they might otherwise not have the chance to experience. These activities are led by classroom and specialist teachers as well as outside providers.

Students have the opportunity to learn chess and participate in interschool chess competitions. The number of school teams is increasing with Robertson one of the highest performing schools in the Metropolitan Region.

A suite of outside school hours activities/classes were undertaken for enrichment including gymnastics, piano/keyboarding, speech and drama, martial arts and science extension lessons.

The student leadership program offers opportunities for students to be involved in a student council, as well as captains of the various sports and musical groups, tech team and the three school Sports Houses - Angus, Duncan and Stewart. There are four school captains and six sports house captains, two technology captains and student council has an environmental subcommittee which leads the student environmental program and Eco kids club.

How Information and Communication Technologies are used to assist learning

All teachers have access to a department funded Laptop and a school funded iPad which are used to enhance the delivery of the school curriculum. Teachers receive regular professional development to help them use their devices to support pedagogy. Each classroom also has an Interactive Whiteboard and the capability of projecting iPads onto them using AirServer installed on all teacher laptops. There are also interactive TVs in the Library, Learning Support and Special Education learning areas to support student learning and additional plasma screens in teaching and learning spaces throughout the school.

In 2016 a Bring Your Own Device (BYOD) iPad program was introduced school-wide. This has significantly enriched learning and teaching opportunities with access to learning apps and internet research.

There are two sets of 28 laptops and two sets of 14 laptops around the school for classes to use along with four desktop PCs in all Prep – Year 3 classes.

The Wireless Upgrade Program was undertaken in 2016 providing wireless access points in all classrooms and learning areas including the activities hall, tuckshop, board room and support staff offices.

The ICT Head of Department, alongside running professional development sessions for large groups of staff at staff meetings and student free days, is available for digital curriculum mentoring and ‘point in time’ professional development of teachers on a one-on-one and year level basis. They demonstrate effective use of digital tools with instructional teaching, and choice of learning apps in classrooms to improve student learning. Teachers are being instructed in using the SAMR Model which supports and enables teachers to design, develop and infuse digital learning experiences that utilize technology with the aim to improve student outcomes.

A robotics club was introduced for students in Years 5 and 6 in 2016 and this continued in 2017.

The school network is supported by a paid technician two days a week, a full time ICT Head of Department and access to the Regional System Technician.

Social Climate

Overview

The school has a warm and caring social environment. The You Can Do It whole school social emotional program underpins the school’s Responsible Behaviour Plan. The chaplain runs friendship groups and there is high participation in extra-curricula programs in sports, music and chess. The school takes a strong stance on bullying through its anti-bullying policies including the school rules of Be Safe, Be Respectful and Be Responsible. Year 6 and Year 5 student buddies care for the Prep and Year 1 students and all students are provided with strategies to keep safe and report bullying in the playground. 96% of students feel that they are safe at school and 99% of parents feel their children are safe at school. 97% of parents and 82% of students indicated that behaviour is well managed. 97% of parents indicated that their child likes to go to school. 95% of students and 97% of parents think that they are getting a good education at this school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	90%	100%	97%
this is a good school (S2035)	88%	97%	97%
their child likes being at this school* (S2001)	96%	98%	97%
their child feels safe at this school* (S2002)	92%	99%	99%
their child's learning needs are being met at this school* (S2003)	90%	99%	97%
their child is making good progress at this school* (S2004)	90%	99%	97%
teachers at this school expect their child to do his or her best* (S2005)	92%	97%	99%

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2015	2016	2017
teachers at this school provide their child w ith usefu l feedback about his or her school w ork* (S2006)	90%	95%	95%
teachers at this school motivate their child to learn* (S2007)	88%	97%	96%
teachers at this school treat students fairly* (S2008)	86%	94%	95%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	98%
this school w orks with them to support their child's learning* (S2010)	81%	95%	96%
this school takes parents' opinions seriously* (S2011)	71%	87%	89%
student behaviour is w ell managed at this school* (S2012)	84%	94%	97%
this school looks for w ays to improve* (S2013)	81%	97%	95%
this school is w ell maintained* (S2014)	82%	92%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	97%	95%
they like being at their school* (S2036)	99%	96%	94%
they feel safe at their school* (S2037)	98%	95%	96%
their teachers motivate them to learn* (S2038)	96%	94%	95%
their teachers expect them to do their best* (S2039)	99%	98%	96%
their teachers provide them w ith usefu l feedback about their school w ork* (S2040)	94%	94%	94%
teachers treat students fairly at their school* (S2041)	93%	89%	92%
they can talk to their teachers about their concerns* (S2042)	90%	90%	89%
their school takes students' opinions seriously* (S2043)	90%	87%	85%
student behaviour is w ell managed at their school* (S2044)	89%	87%	82%
their school looks for w ays to improve* (S2045)	97%	98%	95%
their school is w ell maintained* (S2046)	93%	87%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	92%	94%

Staff opinion survey

Performance measure			
Percentage of school staff w ho agree# that:	2015	2016	2017
they enjoy w orking at their school (S2069)	97%	98%	96%
they feel that their school is a safe place in w hich to w ork (S2070)	98%	98%	93%
they receive usefu l feedback about their w ork at their school (S2071)	92%	90%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	91%	89%
students are encouraged to do their best at their school (S2072)	98%	97%	99%
students are treated fairly at their school (S2073)	97%	98%	93%
student behaviour is w ell managed at their school (S2074)	92%	100%	94%

Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017
staff are well supported at their school (S2075)	89%	91%	77%
their school takes staff opinions seriously (S2076)	88%	84%	76%
their school looks for ways to improve (S2077)	95%	97%	93%
their school is well maintained (S2078)	91%	94%	86%
their school gives them opportunities to do interesting things (S2079)	88%	97%	87%

* 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 play a significant part in the education of their children both in volunteering and supporting their child's learning. Over 300 parents were involved in volunteering in 2017.

Parents of students with diverse learning needs work with specialist teaching teams in developing adjustments to curriculum to give access to the curriculum and to participate fully in learning programs.

Parents participate in the school in many ways.

These include:

- Parent representative for each class, music and sport
- Working in the school tuckshop
- Attending P&C and School Council meetings
- Participating in parenting workshops
- Volunteering with support-a-reader
- Assisting with sports coaching
- Transporting students to various school related activities
- Fundraising: especially in the school fete
- Attending parent information sessions
- Assisting with small group work in the classrooms
- Attending excursions

Parents also support their children by attending extra curricula activities. For example; choir and band performances, chess club, gymnastics and camps.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school has implemented a whole school Positive Behaviour for Learning program with school expectations of "Be Responsible, Be Respectful and Be Safe". These are taught and modelled through all classrooms, play activities and playground spaces. The continuation of the Your Can Do IT social emotional program with the pillars of organisation, confidence, resilience, and getting along provides lessons to build self-esteem and confidence and to report violence. These programs also develop skills in conflict resolution.

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	2	10	5
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school has developed policies to conserve energy and water. Electricity use has been maintained with policies on air-conditioner use and the installation of energy efficient light bulbs. Water usage has been supplemented with the use of water tanks, a bore on the oval and better maintenance of taps and toilets. There is still more work to do to decrease electricity and water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	221,120	1,964
2015-2016	193,926	1,602
2016-2017	209,524	1,651

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

GO

Sector:

Government

Non-government

SEARCH

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	52	33	<5
Full-time Equivalent	45	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	9
Bachelor degree	37
Diploma	0
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 \$ 63 000.

The major professional development initiatives are as follows:

- Reading and writing – teachers withdrawn for data coaching with coach; consultant session on teacher professional development days, teachers attendance at workshops
- Numeracy – consultant delivered sessions on problem solving in numeracy
- Robotics and coding workshops
- Extensive ‘point in time’ technology upskilling in using iPads and learning apps
- Gifted education
- Pedagogical coaching and mentoring
- Teachers and leaders attendance at subject and leadership conferences
- First aid training
- Teachers attendance at Queensland Curriculum Assessment Authority workshops

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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017

Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	96%	94%

*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

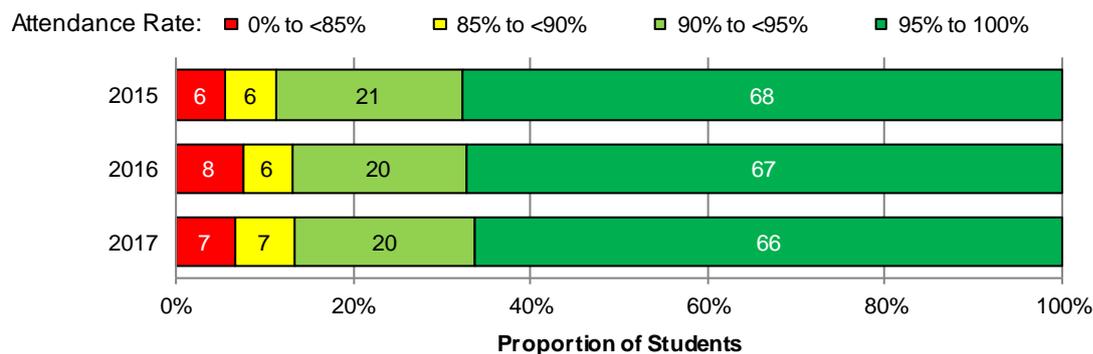
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	95%	95%	97%	95%	95%	96%						
2016	95%	94%	96%	95%	96%	95%	95%						
2017	96%	94%	95%	96%	96%	95%	94%						

*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:



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.

Twice daily rolls are marked electronically. Students who are late to school have to sign in at the office. Parents are required to contact the school to notify of students absences via an absentee phone line. If parents have not contacted the school they are contacted by the school every school day. All reasons for absence are recorded. Each term letters are sent home to any parents with unexplained absences or if students have a pattern of being late to school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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



Find a school

Sector:

Government

Non-government

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

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

Conclusion

In review, the school improvement agenda for 2017 was Literacy – Reading and Writing a 1-2% improvement in student gain from Year 3 to Year 5 in NAPLAN. It was a very successful year as the school achieved the target set for this improvement. The school continued to maintain a happy learning environment in 2017 and enacted our vision of 'Creating Brighter Futures Together'.