



Taabinga State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Taabinga State School is situated in Kingaroy. The school was opened in 1897 and was relocated to Kingaroy in 1961. Taabinga is one of two primary schools located in Kingaroy. We are an Independent Public School.

Our school enrolment in 2016 was approximately 360 students with 14 from Prep to Year 6 classrooms. Students are engaged in the Australian Curriculum in English, Mathematics, History and Geography. Specialist teachers in Physical Education, Music and Science provide access for students to supplementary subject areas. A Teacher Librarian supports teachers in delivery of the Literature strand of English and ICT's.

Our school is an inclusive school, students with a disability are supported in classrooms by Inclusion teachers, teacher aides, Guidance Officer and support teacher. A school chaplain also services our school two days per week to support students welfare. Chappy operates a Brekky Club with the support of student Welfare leaders and runs the Drumbeat program.

Students have a range of extracurricular activities available to them during the school day. The school has a strong music program and provides Instrumental Music lessons for students in Year 4 to 6 with a specialist music teacher. Students are invited to participate in choirs and recorder ensembles throughout the year and perform at Kingaroy Eisteddfod, community events and school concerts. The Sporting Schools program operates at lunch times and students participate in a range of sports with coaches from the local area. Throughout the year the school engages with visiting sports development officers from a range of sporting codes.

The Resource Centre is a hub for students during the school day. The library and technology centre run by the Teacher Librarian trains student monitors who support students in borrowing books. Activities at lunch breaks include Book Clubs, Lego, iPads, Typing programs and the use of laptops. The school participates annually in Readers Cup, Voices on the Coast, Premiers Reading Challenge and Book Week.

Student leaders host events at lunchtime, while Year 5 Buddies support Prep students in their first year of school through the Better Buddies program. Student Council provides leadership development to students in Year 4-6 with classes electing representatives each term. The Student Council proudly operates the Mothers and Fathers Day stalls each year and support a sponsor child through World Vision. Year 6 students in 2016 participated in Relay for Life for the first year and were the highest fundraising school at this event.

We are a Positive Behaviour for Learning School and acknowledge students for being safe, being respectful and being learners. A classroom learning matrix is used by all students to earn points towards their bronze, silver, gold and platinum awards. Students are positively recognised through Taabinga tokens.

Parent engagement in the school is encouraged and the P & C is active in providing parent voice within the school. This is supported by a Music Support Group who raise funds annually to support the Music program. Parents also volunteer in the tuckshop, in classrooms, at school events and functions, assist at sports day and on excursions and camps and are encouraged to participate in their child's education through Learning Meetings held twice yearly.

The school has relationships with local sporting organisations who use the school oval and facilities throughout the year. Little Athletics have a shed on our oval and operate from the school from September through to April. Junior and senior cricket, AFL and Dog Obedience operate from the grounds on weekends. PCYC operate from the school hall and provide after school care for children from all schools within Kingaroy. A local Karate school operates out of the hall twice per week.

Partnerships with the school and local Pre-Prep providers is essential. Our transition program provides for parent and child orientation to school and allows opportunities for parents and children to visit, ask questions and for staff to gather information about children prior to Prep. Staff from the school visit Pre-Prep providers to meet parents and children, build relationships with staff and enables communication between the school and prospective parents.

Principal's Foreword

Introduction

This report details Taabinga State School's progress in 2016 and future outlook for 2017. Our school profile, curriculum offerings and programs for students is included along with key student outcomes in attendance. This report details parent, student and staff overall satisfaction with the school.

Our reading, writing, spelling, grammar and punctuation, and numeracy results are available on the My School website at <http://www.myschool.edu.au>. To access our school NAPLAN results search for our school by name.

School Progress towards its goals in 2016 and Future Outlook

Our school improvement agenda prioritised reading, writing, attendance, feedback and celebrating success. Our progress in these areas is detailed below.

	Progress for 2016 and Future Actions for 2017	P - 2	3 - 6
Priority Area One : Reading	Establish quality assurance procedures that validate data to ensure consistency in judgement regarding student's incremental progression in reading. <ul style="list-style-type: none"> Students are benchmarked in reading twice yearly in accordance with school procedures Professional learning has occurred to ensure consistency of data collection Case Management meetings have been trialled with Year One teachers as part of the school's engagement with the Regional Leading Learning Communities Project with Lyn Sharratt Develop teacher aide skills to deliver reading intervention and support to students through professional learning opportunities 	Implemented	Implemented
	Provide professional learning opportunities for teaching staff to further develop their capabilities in the areas of curriculum and assessment planning across year levels and to embed cross-curricular skills and general capabilities of the Australian Curriculum	In progress	In progress
	Develop reading goals with students to build independent and proficient readers. Differentiate student learning goals to meet the individual needs of students, aligned with strategies to build reading capability and success.	In progress	In progress
	Celebrate reading improvement regularly through feedback to students and parents	In progress	In progress
	Build capacity in the teaching of reading through consistency of instructional practices, aligned with ongoing data collection and student progress	In progress	In progress
Priority Area Two: Writing	Development of writing frameworks in English through collaborative planning sessions	Implemented	Implemented
	Moderation of instructional practices through interrogation of student work to ensure consistency of judgement at the school and cluster level	Implemented	Implemented
	Build capacity through evidence based discussions, collegial observations and co-planning	In progress	In progress
	Schedule case management as a process for student identification and support	No started	Not started
	Build explicit links for teachers to understand the interchangeable practices between reading and writing	No started	Not started
	Develop writing goals for students. Differentiate learning goals to meet individual student needs	In progress	In progress
	Make learning intentions and success criteria clear and visible for students	In progress	In progress
	Participate in Writing Research project to build quality writing assessment and instruction		In progress
Utilise staff meetings for collaborative planning to ensure consistency of instructional practice	Implemented	Implemented	
Priority Area Three: Attendance	Review school process for recording absences regularly with teachers	Implemented	
	Attendance rate 94% 		
	Reduce unexplained absences – continuing focus for action in 2017 Continue to monitor unexplained absence data with daily monitoring, phone calls to parents/carers, letters of notification of absences and newsletter reminders. Reduce discrepancies in absences recorded through monitoring of roll marking.	Roll marking procedures monitored and unexplained absences decreased	
	Monitor and implement plans for student attendance under 85% Action 2017: Continue to monitor and review students attendance data and develop plans with parents/carers regarding attendance	In progress	
	Students in classrooms acknowledged for high levels of attendance Action 2017: Positive Behaviour for Learning team to action acknowledgement of students attending 94 -100% of school days	In progress	
Priority Area Four: Feedback and Celebrating Success	100% of staff participate in the Annual Performance Review process	Implemented	
	100% of teachers participate in Collegial Engagement process - Peer Observation Action 2017: Continue engagement with Peer Observation with dedicated time provided	Implemented	
	Leadership team engage with process of Instructional Rounds for implementation in 2017 Action 2017: Teachers participate in Instructional Rounds and Walk and Talks Develop Walk and Talk strategy through engagement with Lyn Sharratt and Leading Learning Communities project DDSW	In progress	

	Collegial engagement plan collaboratively developed Action 2017: Review plan with Instructional Rounds, Case Management and Walk and Talks	Implemented
	Engage teachers in descriptive feedback in reading and writing that improves instruction	Implemented
	Engage parents in feedback to school through surveys, informal conversations and P & C meetings 2016 - Parent forum held to engage conversation regarding Student Reporting and Learning Meetings Action 2017: Review of reporting processes with staff, review Learning meeting processes with information from parents and input from staff	In progress
	Use Induction processes at school level and system level to ensure beginning teachers are mentored and supported	In progress

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	468	255	213	26	91%
2015*	385	207	178	21	90%
2016	366	194	172	20	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

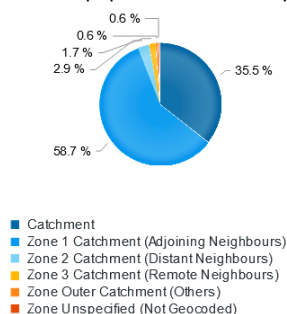
In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Our student population is made up of 35.5% of students who are within our catchment area.



The school has a small indigenous student population with less than 5% of students identifying. The population can be transient with students moving between neighbouring schools and often returning to Kingaroy from other Queensland and interstate schools.

We have a small multi-cultural population with students requiring some language and speech support.

Our student population now embraces a growing population of students who require adjustments to their learning.

Our Inclusion program supports students within classrooms to engage with learning alongside their peers.

Many students entering Prep are attending Kindergarten programs or are in day care settings, while a percentage of students do not attend any formal settings until they enrol at school.

Our school population is stabilising in line with projected enrolment using census and government statistics.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	25	22
Year 4 – Year 7	25	27	28
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our teachers deliver the Australian Curriculum using Curriculum into the Classroom C2C materials as a resource. Classroom teachers deliver English, Mathematics, History and Geography, while a specialist teacher delivers the teaching of Science from Year 3-6. P-2 teachers deliver the Science Curriculum.

Specialist teachers also deliver Music and Physical Education. Japanese is delivered through iConnect sessions in partnership with Capricornia School of Distance Education. Students in Year 5-6 complete 1 hour lessons each week.

We have a full-time Teacher Librarian.

Teachers in P – 1, are engaging in Age Appropriate Pedagogies with Griffith University and DET to deliver teaching and learning that is developmentally appropriate.

Co-curricular Activities

Students in Year 4-6 were selected to be involved in IMPACT programs for students in Year 4-6. These programs delivered by the Brisbane School of Distance Education were specifically designed to lift attainment of students in the Upper Two bands in Reading, Writing and Numeracy. Programs also included extension programs in science and critical thinking.

Our Instrumental Music program provides instruction for selected students from Year 4 in woodwind and percussion instruments. This is supported by the school Recorder Ensembles who play on parade each week. Students perform at Kingaroy Eisteddfod and community events including Spring in the Square, Christmas Carols and Music Count Us In.

Junior and Fun Choirs are also a part of lunchtime activities.

The Sporting Schools program offers students opportunities to participate in lunch time coaching in a variety of sports with external providers. Student leaders also offer lunch time sporting events and competitions.

Our teacher librarian offers lunch time activities including Book Clubs, Lego club, computer programming including Scratch and Minecraft for interested students. A Library Monitor program supports students borrowing and lunchtime activities. Students also participate in Readers Cup annually, Voices on the Coast, Book Swap and Book week activities and events.

Students also participate in cluster events such as the annual Spelling Bee, Year 6 Speaking Competition and a Mathematics competition commenced in 2016.

How Information and Communication Technologies are used to Assist Learning

Students in Year 5-6 access LOTE Japanese on-line through iConnect developing their skills and knowledge in the use of this technology.

IMPACT programs has allowed access to these platform by students in Year 4 also.

Students have their own log-on and the Teacher Librarian has focused on student use of their log-in and passwords to access technology.

All teachers use their Classroom for Teachers laptops to access the curriculum, learning objects and additional materials to support teaching in mathematics, English, science and history. Class and individual data is stored on OneSchool and is accessible to teachers using their laptops. Support Provisions are planned and entered onto OneSchool to enable teachers to plan for all student needs in their classroom.

Sets of iPads are available for borrowing from the Resource Centre.

Interactive whiteboards available in C block and the Resource Centre. While all other classrooms have access to TV's to deliver curriculum.

Wireless technology has now been installed across the school with an upgrade in the Resource Centre to support iConnect and a variety of learning spaces.

Laptop use in Year 3-6 classrooms allows flexible use of technology in these teaching blocks. Students are made aware of the need to use these materials respectfully and safely. A laptop trolley now allows flexible use of resources within the resource centre.

Use of hardware to support curriculum implementation including iPads, FLIP cameras, document cameras and still cameras to film oral presentations and performances.

Teacher Librarian supports staff to deliver English units which have embedded ICT component

Social Climate

Overview

Chaplaincy

Our school chaplain – Chappy supports all students, staff and parents within the school. The chaplaincy program focuses on student welfare and parents sign consent forms to participate in the chaplaincy program.

The Local Chaplaincy Committee (LCC) supports the school chaplain. The chaplain works two days per week funded by the Federal Government and Scripture Union. In 2016 the three schools in Kingaroy merged their LCC's to one in order to undertake activities as a group to raise necessary funds. The contribution of local churches and Ministers Fraternal also support the work of the chaplain.

Our Chappy provides a range of activities within the school including:

- Brekky club is held each Thursday and is supported by Salvation Army and volunteers from the local community
- Students sponsored by Chaplaincy and with the support of Ministers Fraternal to attend Scripture Union camps during school holiday

Chappy is also assisted by Student Welfare Leaders. These leaders assist in delivery of Brekky Club along with other Year 6 students on a roster basis. The Student Welfare leaders advertise events on parade and work with Chappy.

The school chaplain is supported by the P & C and provides a report to the meeting monthly.

Better Buddies Program

Established in 2012 the Better Buddies program continues to be a strong focus within our school to build relationships between Prep and Year 5 students.

This program is an initiative of National Australia Bank and the Alannah and Madeline Foundation to show the importance of friendship and raise awareness of the issue of bullying amongst primary school aged students. We are proudly supported by our local National Australia Bank.

Students in Year 5 are BIG buddies and are paired up with Prep students – Little Buddies, at the commencement of the school year. Throughout the year students participate in Buddy Days and annually participate in National Buddy Day celebrations. The program fosters kids helping kids to learn positive behaviours, ultimately helping to reduce instances of bullying.

A Better Buddy Student Representative is elected as part of our school leadership program works with Prep teachers and Year 5 teachers to liaise in the organisation of activities.

National Bullying Day

Each year our school participates in National Bullying Day. Information is provided to parents through school newsletters and students discuss bullying in the lead up to the day. Students wear orange on the day to support the stand against bullying.

Positive Behaviour for Learning

We continued implementation of SWPBS in its renamed Positive Behaviour for Learning in 2015. Our school committee meets regularly to review school processes and procedures and develops an annual action plan.

This process was reviewed in semester 1 2016 following parent feedback.

We continued the use of Taabinga tokens and a shop was established to allow students to buy items with tokens.

A new process commenced in semester 2 2016 with students awarded Bronze, Silver, Gold and Platinum certificates by earning points each week on their Learning Matrix. Rewards at each level were established and students acknowledged on parade and with their photo on our behaviour board in the school foyer.

An end of year celebration for students who had received awards provided opportunities for students to go to Underwater World, swimming pool, movies and trampolining in Toowoomba.

Student Leadership

Our student leadership program supports newly elected student leaders, student council and house captains. Year 6 student leaders participate in the GRIP Leadership day while prospective leaders in Year 5 are identified during their leadership camp each year at Stanley River. In 2016 our school leaders participated in Anzac Day and Remembrance Day ceremonies and a range of school events.

Our student council is representative of students in Year 4 - 6. In 2016 Student Council representatives process was reviewed and a term by term election model provided four children from each class to participate in Student Council.

The student council activities include:

- Free dress days
- Sponsorship of a child through World Vision
- Raising funds for charity
- Providing school equipment for use on the oval
- Mothers and Father's Day Stalls

Relay for Life

In 2016 25 students from Year 6 and school staff and parents participated in the Kingaroy Relay for Life. Raising more than \$5000, the students were awarded the highest fundraising school trophy at the event in October. This event will now become an annual event for Year 6 students to participate in.

Lunchtime Activities

A menu of lunchtime activities is provided for students to allow them to participate in a range of activities. These activities include Sporting Schools program, boys mentoring program, craft clubs, Lego, Robotics, dance groups and music options. This has allowed students to choose from a range of activities.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	84%	100%	83%
this is a good school (S2035)	87%	92%	83%
their child likes being at this school* (S2001)	97%	96%	94%
their child feels safe at this school* (S2002)	94%	96%	89%
their child's learning needs are being met at this school* (S2003)	87%	100%	83%
their child is making good progress at this school* (S2004)	87%	96%	83%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	89%
teachers at this school motivate their child to learn* (S2007)	90%	92%	94%
teachers at this school treat students fairly* (S2008)	84%	88%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	97%	100%	94%
this school takes parents' opinions seriously* (S2011)	86%	88%	67%
student behaviour is well managed at this school* (S2012)	77%	85%	61%
this school looks for ways to improve* (S2013)	100%	100%	78%
this school is well maintained* (S2014)	100%	92%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	99%	97%
they like being at their school* (S2036)	86%	96%	94%
they feel safe at their school* (S2037)	89%	94%	90%
their teachers motivate them to learn* (S2038)	94%	95%	97%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	95%	93%
teachers treat students fairly at their school* (S2041)	91%	93%	90%
they can talk to their teachers about their concerns* (S2042)	90%	89%	89%
their school takes students' opinions seriously* (S2043)	87%	89%	88%
student behaviour is well managed at their school* (S2044)	78%	88%	80%
their school looks for ways to improve* (S2045)	95%	98%	97%
their school is well maintained* (S2046)	89%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	96%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	89%	83%
they feel that their school is a safe place in which to work (S2070)	100%	93%	93%
they receive useful feedback about their work at their school (S2071)	95%	96%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	88%	76%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	93%	87%
student behaviour is well managed at their school (S2074)	98%	93%	67%
staff are well supported at their school (S2075)	95%	85%	83%
their school takes staff opinions seriously (S2076)	95%	85%	82%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	98%	88%	97%
their school gives them opportunities to do interesting things (S2079)	91%	92%	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

The school P & C engages with the school to provide advice to the Principal regarding day to day school operations. They are engaged in the school through the Tuck-shop, Fundraising and school events. The P & C are in consultation regarding a new uniform to be put into place in 2018. They have also developed a fundraising planner for 2017 that will include the return of a school fete to the school calendar.

A Music Support group fundraises for musical instruments and supports the Eisteddfod program annually. This year the group have provided new instruments and uniforms for events.

Following a successful application to become an Independent Public School a School Council is under formation and will provide advice and support to the Principal regarding strategic decision making.

Parent forums have commenced and in 2016 focused on student reporting and parent interviews.

Parents engage within our classrooms, participate in school camps as volunteers, help out in the Tuckshop, attend school events such as Swimming Carnivals, Cross Country, Athletics Day and school parades each Friday.

School banking is provided through parent volunteers and has a growing number of students participating in the banking program, with awards provided at school parades during the year.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Respectful Relationships program was delivered to all children in their classrooms by their classroom teachers. Parents were informed of delivery of this program and provided with information related to the program specific to their child and their year level.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	77	60	93
Long Suspensions – 6 to 20 days	2	0	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We have continued our focus on reducing our footprint. Practices in classrooms and across the school to reduce electricity usage including the use of monitors has assisted in the reduction along with solar panels

Teachers are asked to focus on energy use in classrooms and use Energy Monitors to turn off equipment at the end of each day.

Our water usage and consumption is assisted by the use of tanks and bore water used to operate our school sprinkler systems.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	127,753	0
2014-2015	118,484	
2015-2016	2,192	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	19	0
Full-time Equivalent	25	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	18
Diploma	6
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$34 292.

The major professional development initiatives are as follows:

- Training for school cleaners
- Membership to professional associations
- QELi programs including 7 Habits of Highly Effective People, Teach Like a Champion, Middle Managers program
- QELi Executive Leaders Program
- Mentoring Beginning Teachers program supported teachers to develop their Annual Performance Plans
- Peer Observation program
- Participation in Lyn Sharratt Leading Learning Communities program through DDSW Region
- Effective Classroom Practices Train the Trainer Program
- Age Appropriate Pedagogies
- Inclusion workshops and leadership development
- Principal engagement in Maximising Achievement Program and Principal's Business Day, DDSW Region
- Workplace Health and Safety training for WHSO
- Mandatory Training for all staff including medical conditions with School Health Nurse
- How Language Works - Grammar and follow up PD in teaching sentences
- Transition to Prep symposium
- Queensland Curriculum Authority workshops
- Anita Archer Workshops in conjunction with cluster and DDSW Region
- IT and Digital Technology workshops
- Teacher Librarian professional association and workshops
- Professional coaching

The proportion of the teaching staff involved in professional development activities during 2016 was **100%**

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	89%

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

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

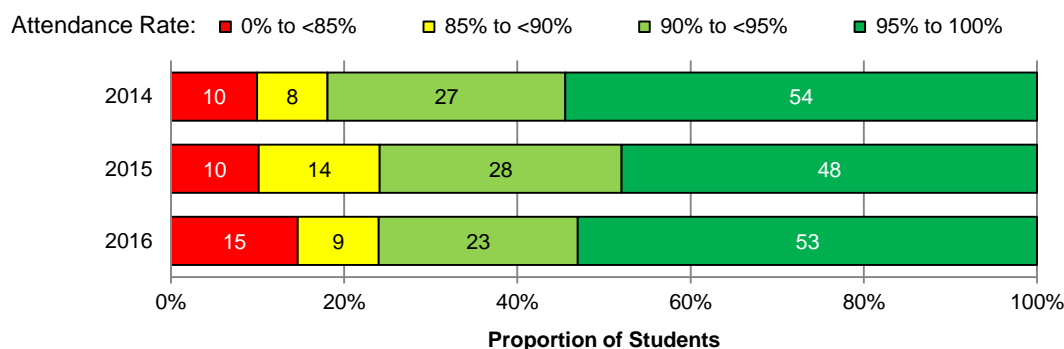
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	95%	94%	94%	94%	95%	93%	94%					
2015	94%	91%	93%	93%	93%	94%	93%						
2016	91%	95%	87%	95%	93%	93%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is marked electronically twice daily by classroom teachers. Student attendance is monitored by classroom teachers and the Principal.

Parent information is provided in all newsletters to advise parents of procedures for recording an absence. Absence notifications are conducted daily for students not in attendance on that day by an administration officer.

Students in out of home care are monitored and when not in attendance the Principal is informed immediately.

Absence notifications are sent home weekly to provide parents opportunity to provide reasons for unexplained absences.

Student alert list is used to provide daily attendance of students at risk or below 85% attendance.

Parents of students with below 85% attendance are monitored and supported to engage with the school to improve student attendance.

Exemptions from schooling are completed should children require time away from school for medical, family and personal reasons.

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.
